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ABSTRACT

This volume presents a number of articles on different aspects of the Head Start Strategy for Spanish-Speaking Children written by participants in that effort. The first section describes Bilingual-Bicultural Curriculum Development and Evaluation projects and includes descriptions of four curriculum development projects and an evaluation of the initial phase of the Head Start curriculum development project. The second section focuses on the Bilingual-Bicultural Child Development Associate (CDA) Training Program. This section begins with an overview of the CDA program and contains (1) descriptions of CDA staff training projects, (2) an outline of the CDA competency-based curriculum to assist in curriculum revision and evaluation and (3) tips about program implementation. The third section briefly reports the operation of a network of human and material resources for Head Start programs in six Western states. Section 4 presents some recent research on bilingual-bicultural preschool child development. Section 5 provides information about a graduate fellowship program initiated to promote research on the early childhood development of the Spanish-speaking child. In the final section, suggestions are made for disseminating the results of the Head Start programs. A summary of the opinions of the conference participants about how dissemination should proceed is included. (Author/BH)

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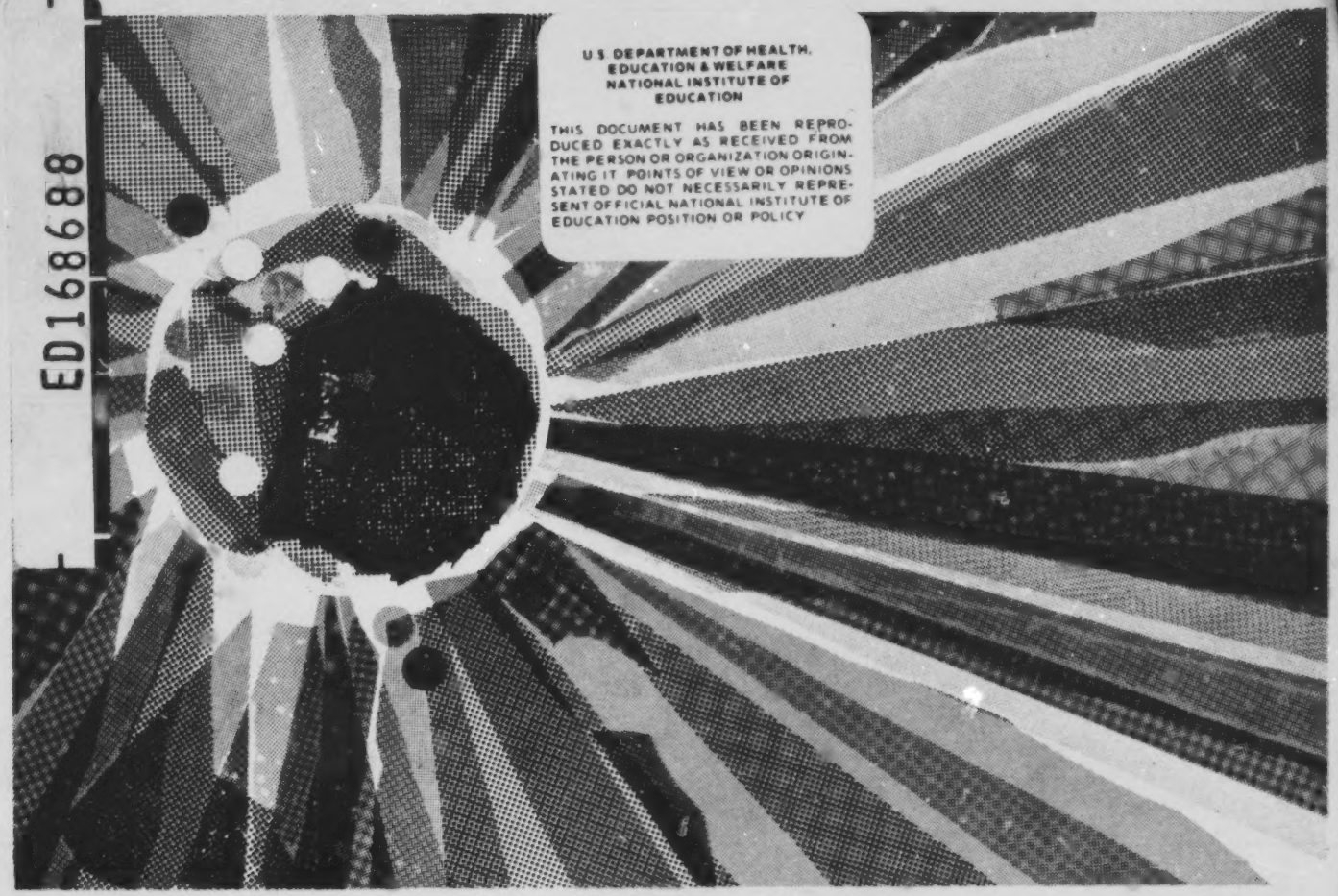

Bilingual/Bicultural Preschool Projects Conference

PS010451

San Antonio, Texas
November 15-18, 1977

CONFERENCE PROCEEDINGS

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In addition, the following Contracting Corporation of America staff should be acknowledged for their assistance in the design and actual preparation of these Conference Proceedings: Rose Payan, Project Director; Susan Kraeblen, Project Coordinator; Arlene Richardson, Project Secretary; Susan Frison, Secretary; and David Allen, Designer.

Forward

Forward

Dr. Blandina Cardenas,
Commissioner, Administration
for Children, Youth and Families

The Administration for Children, Youth and Families, in its effort to focus on the special needs of language minority children, has developed the Head Start Strategy for Spanish-Speaking Children. The strategy described in these proceedings has significance not only to preschool education, but also to bilingual/bicultural education as a whole.

In order to have a positive impact on education, bilingual instruction must be more readily understood by the consumer and more clearly articulated by the practitioner. It is important that in our efforts to further define preschool bilingual education we draw upon past experiences encountered with the development of Head Start.

Head Start has been viewed as a national innovation and a national experiment which proceeded from a well articulated conceptual and theoretical base. The strengths of Head Start include the development of program performance standards, of systems for providing training and technical assistance to local staffs, and of systems for on-going research, program development and evaluation. Above all, Head Start is based on and continues to serve the needs of communities as they understand them. Bilingual education also continues to develop and strengthen its system for implementation and renewal while looking to its communities for strength and direction.

The Head Start Strategy for Spanish-Speaking Children has been developed with great care. It is hoped that our findings will contribute positively to the knowledge base on bilingual education and consequently to the implementation of sound developmental bilingual/bicultural preschool programs.

Preface

Preface

Soledad Arenas, Director
Head Start Strategy for Spanish-Speaking Children, ACYF

In 1975, the Administration for Children, Youth and Families (ACYF) initiated the development of a national effort to address the specific needs of Spanish-speaking children. This comprehensive effort, the Head Start Strategy for Spanish-Speaking Children, is intended to build capacity for Head Start programs to implement sound developmental bilingual/multicultural programs. In order to accomplish this goal, ACYF has funded projects in the following four areas:

1. Curriculum Development;
2. Staff Training;
3. Resource Network; and
4. Research.

Our efforts have moved us forward these past two and one-half years. Drafts of models for each area funded under the Head Start Strategy for Spanish-Speaking Children have been completed and are in the process of being finalized. In addition, research findings related to the development of the preschool child are now available.

Since much had been developed, it became important to bring together all projects involved with the Strategy for Spanish-Speaking Children. Therefore, the Bilingual/Bicultural Projects Conference was held at the Menger Hotel in San Antonio, Texas, on November 15 - 18, 1977. The main emphasis for this Conference was to provide an opportunity for projects funded under the Strategy for Spanish-Speaking Children to share their developmental efforts with other projects, and to discuss areas of mutual concern, e.g., implementation, revision and dissemination.

These Proceedings reflect the content covered at the Conference.

To increase its usefulness, these Proceedings are organized according to major units of related information rather than the actual order of events. It provides the reader with a description of each project's purpose, processes and product. These descriptions have been included as they were written and submitted by the projects themselves. In addition, the Proceedings reflect presentations made by other individuals on topics or programs directly related to the Strategy for Spanish-Speaking Children.

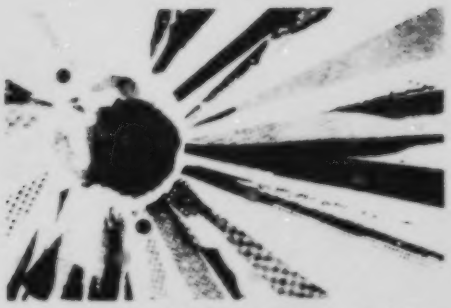
I hope that these Proceedings will not only inform you of the nature and content of the Projects Conference, but that they will also provide a deeper understanding of the issues, concerns and directions being proposed for the implementation of bilingual/multicultural preschool programs.

As you will see from the content of these Proceedings, we have some excellent products. Now the next and most crucial step is the development of a system by which this knowledge and these products can be made accessible to local preschool programs. I know that by continuing to work together, we can arrive at workable recommendations for such a system.

I am very pleased with and proud of the overall development of this effort. All project personnel should be commended for their dedication and hard work. The development of this effort has not been easy, especially since this type of effort is relatively new. We should therefore be especially proud of the direction we are providing in the area of bilingual/multicultural early childhood development. I hope that years from now we can look back and say, "Yes, we could have done some things differently. However, we did establish a solid base and philosophy for the implementation of bilingual/multicultural preschool programs."

Welcome

Welcome



CONFERENCE PROCEEDINGS

James Robinson,
Associate Director
Head Start Bureau, ACYF

It is with great pleasure that I welcome you today. During the years of my involvement in Head Start, the program has achieved a high level of effectiveness in meeting the diverse needs of children and families. From its inception, Head Start has attempted to recognize and address their individual differences through innovative program approaches, research and pilot projects. Its commitment and ability to meet unique needs have already been demonstrated in the parent involvement, home-based and mainstreaming efforts.

I am happy that Head Start's emphasis on responsive programming has now been focused on a very critical set of needs - those of the Hispanic population. Head Start has always made a serious effort to respond to cultural and linguistic differences. However, the Bilingual/Bicultural Strategy for Spanish-Speaking Children has given this task new vitality and highlighted its importance.

I would formally like to recognize and thank Ms. Soledad Arenas for the impetus, leadership and dedicated support she has given to the Bilingual/Bicultural Strategy. I must also congratulate and thank each of you - the people responsible for developing the pilot projects funded under this Strategy. Through everyone's efforts the Strategy has already produced a wealth of new information, skills and methods that can greatly improve the quality of services provided to Spanish-speaking children and their families.

It is now time for us to begin sharing our wealth - to begin the task of disseminating curriculum models, research findings, materials and training systems to everyone concerned

with providing quality bilingual/bicultural programs. I'd therefore like to welcome Regional ACYF staff and representatives of local Head Start programs to this conference. Only through your concern, interest and commitment can demonstration efforts be successfully expanded and incorporated into local program operations.

This conference provides us with an exciting opportunity. For the first time, all parties concerned with Head Start's Bilingual/Bicultural Strategy have come together to share their new developments as well as their concerns, to learn from each other, and to discuss plans for making each element of the Strategy available to a broader range of local programs.

I believe that Head Start is a most effective delivery system of services to the young child. I am pleased that through your concern, hard work and imagination we can now meet their cultural and linguistic needs even more effectively; for children do represent the best of the country and the best of us.

Thank you again for taking time to come and share with all of us the product of your thoughts and efforts in behalf of this important segment of our young population.

Introductory Comments

CONFERENCE PROCEEDINGS

Gerald Hastings,
Acting Head
Region VI ACYF/OHD

The interest of Head Start in Region VI in multilingual/multicultural human development goes well beyond the process of second-language acquisition. It is tied securely to the notion that children are individuals and bring to the learning situation a variety of attitudes, motivations, strengths, needs and reinforcement.

Head Start is wise when it accepts, respects and builds on the self-esteem values the children bring with them. The changing conceptions of language, the nature of learning and development, and the influence of social factors on second-language acquisition are areas in which research needs to be done. Of course there is much that we do not know.

On the other hand, we do know some things about children and their positive development in relation to modeling behaviors, subtle behavioral clues given by parents, teachers and the "significant others" in children's lives. It seems to me totally unacceptable in light of the knowledge to subject the bilingual individual to social and personal alienation, when in fact, experiences in a two-language/multicultural system not only provides a superior developmental base for the bilingual child, but represents a most desirable source of enrichment for the wider monolingual community.

There is much that we do not know; let us be learning.
There is much to be done; let us be doing.

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Keynote Address

Keynote Address

A BILINGUAL/MULTICULTURAL
PERSPECTIVE FOR HEAD START

Presented By:
Jose B. Cardenas
Executive Director, IDRA

Development of Head Start

The year 1964 stands out like a milestone in that the interest and concern of the Kennedy/Johnson administration and their dedication to the development of a better society for all elements of the American population led to the birth of the American Head Start program.

The concept of early childhood education (ECE), given strong impetus by Head Start, was not a new one. After all, ECE in European countries goes back a long way. Comenius, Pestalozzi, Froebel, Montessori and, more recently, Piaget gave strong psychological and pedagogical support to education at an early age.

In the United States, however, ECE was available only to the affluent section of our society. Even the Montessori schools, which ironically were initiated because of Montessori's interest in Italian slum children, were the exclusive domain of wealthy families in this country. It wasn't until the civil rights concerns of the 50's and 60's that attention was directed toward early childhood education and that the minorities and the disadvantaged received any consideration. Even then, the emergence of ECE programs came through the back door of education. As information surfaced concerning the negative performance of disadvantaged and minority children in the public schools, a need arose for some form of federal government intervention.

The high drop-out rates, academic retardation and low achievement in the public school required some form of response. At this point, the public schools were not willing to become accountable for the failure of this segment of the population, and attention was focused on the unstimulating environment of the home as affected by poverty, malnutrition, illness, unemployment and other cultural factors.

By now, the concerns of the minority population had triggered some amount of a response, though initial responses were extremely negative and deficit-oriented. Thus, we see language incompatibility addressed in pre-Head Start days by the community-sponsored and privately-financed "School of 400". The objective of this program, subsequently supported by state legislation, was to develop in Spanish-speaking children a minimal vocabulary of 400 words, which would allow some ability for the beginning

schoolchild to cope with the monolingual, English instructional program in the first grade.

Unfortunately, the state of the art in preschool education was rather limited at the time, and objectives as well as materials and methodologies left a lot to be desired.

It wasn't until 1964, with the beginning of the Head Start program, that adequate educational and supportive services became extensively available for the minorities and the disadvantaged, though their early educational experiences also suffered from a lack of realization that the children came from different cultural groups, spoke different languages and reflected different learning styles.

More than ten years ago, elementary school educators began to recognize the logic of implementing bilingual/bicultural education programs in order to provide an education compatible with the culture and language of minority children. More recently Head Start, recognizing that over 15% of Head Start participants are Spanish-speaking, developed what is called a Head Start Strategy for the Spanish-Speaking. And this is what we are about - finding a way to make the Head Start experience a highly successful one for all children - but especially, our long overlooked Spanish-speaking children.

The curriculum models that the four contractors are developing can have a tremendous impact on the children and families receiving Head Start services. But the truly exciting part of this effort is the emphasis that is being given to creating a curriculum model that is responsive to the role that parents, culture and language play in a child's learning.

Providing an early education intervention for culturally different children in this country is an awesome responsibility. Negative effects of educational interventions which are not based on the cultural context of the child and his family are alarming. Educational practitioners have long thought, and more recent research has supported the notion, that sets of curriculum materials in themselves do not make an educational program; it is the people - the staff, parents, students and community - who shape the curriculum. Therefore, developing a curriculum model which is culturally and linguistically reinforcing of the child's home environment within a context which promotes cognitive, psychomotor, socioemotional and language development is an essential response.

Cultural Context

Josue Gonzalez (1974) has developed a Developmental and Sociological Rationale for Culture-Based Curricula and Cultural

Context Teaching in the Early Instruction of Mexican American Children. Gonzalez' study is interesting because his review of primarily non-Chicano based research resulted in two strong hypotheses supporting the notion of culture-based curricula for minority children: 1) that a minority child is psychologically strengthened when allowed to be enculturated and socialized and acquire a strong ethnocentric foundation in one culture without the simultaneous pressures of acculturation; and 2) that early school experiences which offer sociocultural continuity to pre-school development assist in this process of ego-building.

The study thus supports the positions that positive perceptions of one's culture and personality are intrinsically related to a healthy self-concept, motivation and positive conative behavior. They are grounded on childhood experiences which are basically ethnocentric. He concludes that developmentally, a child requires a cultural or ethnic-based set of referents on which to build and base learning and growth. The identity system which the child brings to school is so much a part of his/her self that to deny it by excluding it from the curriculum model is a gross injustice.

In essence, a denial or inattention to a child's culture constitutes a denial of the primary system of self/other referents which has been influenced by group values and practices, and which in turn has shaped his/her personality and motivation.

From a sociological perspective, culture-based curricula and cultural-context teaching are necessary in that they: 1) assist the majority group child in reducing, reversing or preventing ethnically-biased behavior; and 2) assist the minority group member - particularly the young child - in fending off the most serious effects of the ethnically biased behavior of those around him.

Clearly the relationship between positive ethnocentrism in the early development of minority children and ego-building merits further study. The use of culture-based curricula and cultural-context teaching is sufficiently promising, however, to warrant its integration into a curriculum development effort. Gonzalez suggests that such cultural-context teaching can occur only by reviewing the multiple areas in which a child develops as a cultural being.

Parental Involvement

The primacy of the family has been borne out increasingly in early childhood development research. According to social psychologist Urie Bronfenbrenner, for example, the family is the most effective and economical system for fostering and sustaining the development of the child.

One example from research which supports the positive influence of parents on children's learning is the Mother's Training Program (1970). The program successfully combined a group process approach with techniques of imitation and direct tutelage, so that mothers were able to become effective teachers and bring their children's scores on a standardized test to 1/3 standard deviation above that of the average U.S. population.

Review of research confirms IDRA's conviction that the process of learning should be viewed from a broad perspective which recognizes that learning takes place through a multitude of experiences including the values, attitudes and customs taught in the home. Parents care about the welfare of their children and can assume active roles in their education if they understand the school's role and their own role, within an atmosphere of mutual respect and reinforcement. The relationship between the home, the school and the community affects the total development of the child.

Parental involvement is a crucial factor which will bring about positive change to our educational system. The development of strategies for the direct involvement of parents and other extended family members in the child's learning process (in the child's home language) is a key element in this developmental effort.

Dell Hymes (in Cazden, 1976) supports this position. In fact, he advocates a close supervision by minority parents of all activities relating to the education of their children to assure the reinforcement of cultural values and positive self-concept.

Language

The "melting pot" concept, symbolized by the "Be American - Speak English" slogan, has thoroughly permeated American education. The bilingual/bicultural education movement in the United States is looked at suspiciously, and continues to stir up much controversy. And yet, when one objectively analyzes learning theory and child development theory, it becomes obvious that an excellent model of bilingual/bicultural education is nothing more than the appropriate implementation of sound learning and child development theory.

That children all over the world learn in their own language is not a surprise, for each country produces scientists, doctors and lawyers. What Head Start teachers must keep in mind is that for learning to take place, instruction must take place in the child's native language. And using the Spanish language as the vehicle to build new learning is what many Head Start teachers and administrators are still fearful of.

As programs which respond to the cultural and lingusitic characteristics of language minority children are being developed and implemented, I feel that it is important to learn from past experiences and avoid the numerous pitfalls experienced by the public schools in the implementation of bilingual education programs. For this reason, I would like to conclude tonight with a laundry list of six caveats for Head Start programs moving into minority language oriented programs.

1. The amount of resources necessary for the development and implementation of bilingual Head Start programs have to be adequate for the need. One important reason for the success of early childhood education programs has been the existence of a research and development effort which preceeded program implementation. Extensive resources were made availabe for research and planning activities prior to program implementation. Succinctly stated in the First Cardenas Law of Program Development, "Don't plan vast projects with half-vast resources."

2. The basic reason for the limited success of Title VII bilingual education programs was an early decision made by the U.S. Office of Education in 1968 to fund the implementation of pilot projects without a prior research and developmental effort. The telescoping of Title VII bilingual programs to simultaneously conduct research, developmental, implementation and evaluation activities has led to a little of everything and a lot of nothing in Title VII bilingual education programs. The need to respond immediately to the linguistic and cultural needs of the language minorities may bring about a repetition of the Title VII experience with bilingual Head Start programs telescoping research, development, implementation and evaluation activities into such a short period of time that all four activities are doomed to failure.

3. The converse of telescoping is also a caveat to be considered. Advocacy at the administrative, congressional and grass roots levels for bilingual Head Start programs may not be long-lasting enough to allow for the implementation of the traditional five-year plan. In 1972, ACYF's sister agency, the National Institute of Education (NIE), implemented the infamous Experimental Schools Program. This program was to differ from all past experimental efforts in that advanced funding for a five-year period and continuity of program and personnel would allow for a continuous, financially guaranteed, uninterrupted five-year experimentation. Unfortunately, by the end of the first year, other NIE activities made demands on the committed funds; and by the end of the second year, a substantial portion of the funds for the

five-year activity vanished. Only recently, I met with representatives from a contracting firm which was employed by NIE to reconstruct a history of the Experimental Schools Program. It appears that after five years of this continuous program, not only is there no person currently involved who participated in the original design and implementation, but no one around NIE or the districts remember anything about the early history or the purposes of the program. Administrative, congressional, and grass roots advocacy for bilingual Head Start programs which provide a high propensity for success at this time may be nonexistent five years from now.

4. Bilingual Head Start programs which are more responsive to the language and cultural characteristics of some minority children provide an improvement in the education of the disadvantaged child. It is not a panacea which will either solve or compensate for all educational problems of language minority children. The development of a child is dependent upon an extensive number of variables, many of which may be unknown and many of which Head Start programs are powerless to manipulate. The effects of prenatal life, early nutrition, bad health, continued economic deprivation, T.V. and other media, attitudes of the larger society, and continuous valuing by a predominantly racist environment will impact the development of a child in spite of Head Start experiences, and in spite of languages utilized.

   Therefore, the objectives and expected achievements for bilingual Head Start programs must be reasonable, realistic and attainable.

5. In the implementation of bilingual Head Start Programs, it is wise to be cautious and avoid becoming prey to the Cardenas "Law of the Hammer". The Law of the Hammer states that if you give a small child a hammer, you will find that everything he runs into needs a little bit of banging.

   Bilingual Head Start programs are being designed for a certain segment of the Head Start population. It will be very tempting to utilize these programs with children who do not meet the specifications on which the programs were developed. Care must be exercised in the matching of bilingual Head Start programs and the language characteristics of individual children.

6. Be cautious in the implementation of evaluation activities. There is a new booklet which recently came on the market entitled, "Everything Which Should Not Be Done In Evaluating Bilingual Programs." Some of you may know it under its other title, "The AIR Evaluation of Bilingual Education," released by the American Institute for Research and the U.S. Office of Education.

I am concerned that the Administration for Children, Youth and Families does not conduct a replication of this infamous, inadequate and invalid bilingual program evaluation.

The most detrimental effects on bilingual education which I have encountered in my twelve-year involvement in this field have been brought about by what we refer to in the Spanish language as "un idiota con iniciativa."

I am concerned that shallow thinking, poor research design, unwise decisions and irresponsibility wipe out my twelve-year effort in this field.

Determinants of the impact of participation in a bilingual Head Start program must provide safeguards against inadequacy of the length of participation, inadequacy of the program, inadequacy of the instrumentation, and inadequacy of experimental and control group classifications.

The process of educating children has been described as a blending of an art with a science. That the art in education has been very difficult to identify is common knowledge. The science in education is no less evasive. We must remember that much more scientific disciplines than education have made astounding errors in the application of the scientific method.

I am reminded of a story told by Jose the Lesser about one effect of the discovery and utilization of X-rays in medicine. As newly developed X-rays of the abdomen were obtained, it was noted that a number of persons had misplaced organs, and surgical procedures were developed and implemented to relocate and tie down these errant viscera. As the availability of X-rays increased, the number of such operations increased proportionately, up to an alarming number.

It was then that the medical profession concluded that there was nothing abnormal about misplaced organs. Subsequent investigations showed that for years physicians had expected the location of viscera within the abdomen to be consistent with their location in illustrations in medical textbooks. Variances in location are quite normal, but this was not realized until medicine had made an extensive attempt to realign in keeping with the textbook stereotype.

I trust that the new bilingual effort in Head Start will be compatible with the individual characteristics of language minority children and not a futile effort to realign in keeping with a textbook stereotype.

Bilingual/Bicultural Curriculum Development & Evaluation

CONFERENCE PROCEEDINGS

The curriculum development effort was based upon the assumption that children whose primary language is other than English should be provided preschool experiences in the language they know best. The goal of ACYF was to develop bilingual/bicultural early childhood curriculum approaches that would: 1) provide instruction in two languages; 2) foster cognitive and social growth of children through the incorporation of multicultural references; and 3) allow for individualization of instruction based upon the child's linguistic needs and differences.

The curriculum development contracts for all four projects were awarded on a three-year basis. During the first year, the projects were to develop a draft of their curriculum based upon imput received from Head Start staff and parents in their communities. The actual implementation of the curriculum at a Head Start site was to occur during their second contract year. Information obtained through the implementation process would contribute to the further revision and finalization of the curriculum. The curriculum would then be implemented in two other Head Start sites during the third contract year. This section contains a description of each curriculum development project as provided by the developers themselves.

In addition, the three-year evaluation of the curriculum development effort has just begun. A description has been provided by the evaluation contractor on the design and process that will be used to carry out the evaluation. It is also included in this section.

Bilingual/Bicultural Curriculum Development Projects

CONFERENCE PROCEEDINGS

AN INTRODUCTION TO THE TEACHERS COLLEGE BILINGUAL/MULTICULTURAL PRESCHOOL CURRICULUM MODEL

Presented By:
Dr. Charles Harrington
Dr. Iris Sutherland
Dr. Leslie Williams

The purpose of this presentation is to describe the program for bilingual/multicultural preschool education developed during 1976-77 at Teachers College. The curriculum to be discussed was created through a process which included extensive observation in a neighborhood in New York City and in the classrooms of a Head Start Center in operation in that vicinity. In addition, there was intensive interaction with the staff and parents at the Head Start Center, and with an advisory board composed of community members and professional educators. The present Curriculum reflects the priorities and concerns presented by the various groups which participated in its development.

The first several sections below examine the nature of the Model and review the basic understandings and premises upon which the Curriculum is based. Following that, the Curriculum materials and their intended uses are discussed, and finally, the training plans for Head Start staffs and parents wishing to adopt the Teachers College Model are described.

What Is the Teachers College Curriculum Model?

The Teachers College Bilingual/Multicultural Preschool Curriculum Model is a plan of action consisting of several parts:

1. conditions that must be present in order for the program to work;
2. use of the life experiences that the children bring with them into the classroom;
3. goals and objectives for the children's learning;
4. a learning environment (classroom set-up);
5. learning activities (both activities initiated by the children themselves and activities directed by adults);
6. a teaching style or strategies that teachers can use to help children learn; and

7. an underlying process through which teachers and parents involved in the program continue to shape the program to the children's interests, strengths and basic human needs.

It is important to understand that no one part of the curriculum model should be separated from the others and used alone as "the program." Instead, all the parts must work together to form a whole, and only when all the parts are included can a center say it is implementing the Teachers College Model.

For What Group of Children Is the Curriculum Designed?

The Teachers College Curriculum is designed for prekindergarten children (three- and four-year-olds) attending Head Start programs in urban centers on the Eastern Seaboard of the United States. In its present form, it is intended for classrooms where 50% or more of the children enter the program with Spanish as their first language and where from 30% to 50% of the children speak English as their first language. Having so large a percentage of English speakers poses a somewhat different situation from that which may be faced in other areas of the country, and the Curriculum has been developed in a way that takes the situation strongly into account.

The Curriculum is also designed for regions of the United States where the majority of the Hispanic children in the program (or their families) come from the Caribbean Islands and/or South America. This orientation has resulted in the use of content somewhat different from that found in other programs. This does not mean, however, that the Curriculum could not be used in other areas of the country or with other populations. As noted above, the Curriculum Model shows a procedure for making a program fit the children at a given center, no matter what population or region of the country is to be served.

What Conditions Must be Present in Order for the Teachers College Curriculum Model to be Implemented?

The Teachers College Bilingual/Multicultural Preschool Curriculum Model makes two assumptions about Head Start programs which may wish to implement it in their classrooms: first, it assumes that the programs are in agreement with the basic premises and the general goals of Project Head Start and second, it assumes that the programs are in compliance with the Head Start Program Performance Standards as set out by the Administration for Children Youth and Families (ACYF), formerly the Office of Child Development (OCD).

In order for the Curriculum to be carried out successfully in a Center, several important conditions must be present:

1. The program must be in compliance with the Head Start Performance Standards, as noted before.

2. The Head Start parent group of the Center must strongly agree with and support the program.

3. The Center staff at all levels must strongly agree with and support the program.

4. At least 50% of the classroom staff must be fluent Spanish speakers (or, preferably, fluent bilinguals - Spanish/English speakers). These staff members should be able to read and write Spanish, as well as speak it.

5. Staff and parents must be willing to give up stereotypes about particular cultural groups and to open their eyes to the different patterns of life actually found in their community.

6. Staff and parents must be willing to learn about a culture or cultures other than their own through a series of special workshops or other types of training.

As the successful implementation of the Curriculum Model requires these conditions to be present, it is very important that meetings for staff, parents and other interested community members be held before the model is adopted. Knowledge of and acceptance of what is being adopted is the first step in the total process which underlies this curriculum approach.

What Understandings of the Way Young Children Develop and Learn Form the Base of this Curriculum?

Implicit in the premises and the goals of the Head Start program are two general principles: first, that growth proceeds as each individual is impelled to engage in more and more complex ways of being (thinking, feeling, doing, etc.) and second, that the environment (including home, family and community as well as the classroom setting) plays a highly influential role in facilitating that process. The principle concerning the environment leads to an emphasis on the importance of maintaining a close relationship between home and school, for continuity in a young child's experience is seen as important to a smooth transition to the school setting and to optimal growth and development of the individual. Emphasis on bilingual/multicultural programming is simply an extension of this understanding of the role of the total environment.

The recent idea of bilingual/bicultural (or multicultural) programs in schools for young children has brought with it some misunderstandings about how such programs are to be developed. Frequently in workshops or other meetings one hears discussions which seem to imply that a translation of any existing program into a second language will meet the need for bilingualism. In visits to many existing "bicultural" programs a person can see evidence of a simple "icing-on-the-cake" approach; in these cases, ethnically oriented cooking experiences or dances particular to the cultures represented may simply be added to the already existing program. Such an approach ignores the complexity of the relationship between cultural pride, classroom activities and the ways children learn.

The program described in this presentation rejects the notion that bilingual or multicultural perspectives are simple additions to a preconceived program. Instead it maintains that development of bilingual and/or multicultural perspectives pervades the total process of human growth and development. This being so, bilingualism and multiculturalism must be interwoven with the entire structure of the program in order to have real meaning for the children and adults participating in it.

How Does the Teachers College Curriculum Model View Bilingualism and Bilingual Language Learning?

An important part of the total Teachers College approach to bilingual/multicultural curriculum is its concept of bilingualism and the implications of that concept for language learning in the program.

The Teachers College Model defines bilingualism as the ability to understand and to speak in two languages. There can be different degrees of bilingualism, ranging from complete fluency in both languages to dominant use of one language and very limited use of the other. The development of language (or languages) does not occur in an isolated way, without connection to other aspects of a person's life, but is part of the total cultural experience of the individual.

Language learning is a social phenomenon which comes into being in the context of community life; it is shaped by culturally defined rules for using language, and by the specific social contexts in which language is applied. Language is intimately bound with both the cognitive and the socioemotional development of children, who must at the same time deal with its underlying rules and the different ways it can be used according to the setting. Language is even tied to children's physical development in the sense that people communicate nonverbally through culturally specific sets of motions.

Because language learning, especially for young children, is

tied to the contexts in which language is used, it is important that several different types of language learning be built into the bilingual program. There must be, first of all, opportunities for the children to continue to develop and expand upon their first language. This is the language that has great emotional impact for them because it is embedded in the life experience of their home. Acquisition of the second language should be planned so that the first language is used as a base, not so that it is a completely different experience from what the children have known before. Both language development and second language acquisition should occur informally, throughout the day's activities and in planned situations where a teacher can keep careful track of the progress of each child.

Why Is a Multicultural Approach Seen as Important in the Teachers College Curriculum Model?

The preschool provides a favorable environment in which to help children to develop an awareness and appreciation of our multilingual and multicultural society. Such an awareness is most likely to occur if the program is located in a large urban area and its enrollment consists of children from several countries and/or cultural backgrounds. However, it could occur in almost any setting as we come to realize that, in today's world, multiculturalism is the normal human experience.

Each one of us is faced with the fact that in different aspects of our lives different demands are placed on us (for example, interactions at home may require a different set of behaviors from those required in interactions at work). Children today need to be prepared to be active parts of the many worlds that make up their existence. Programs which focus on the positive, adaptive values of multiculturalism present the children with a gift - an opportunity to develop the flexibility of thought and understanding of the ways of others that are so important for participation in the many domains that compose our society.

What Plan for Language Learning is Incorporated into the Model and What Does It Expect to Achieve?

Directed language learning is to be achieved through the participation of each child in at least one small group, teacher-directed session each day. Children will be grouped according to preferred language for this portion of their day. On alternate days the directed learning sessions will focus first on the development of the child's first language, and then on second language acquisition. During these teacher-directed periods, the Spanish speaker in the classroom will interact with the children primarily in Spanish, and the English speaker will interact with the children primarily in English.

In addition to providing for directed language learning,

teachers are expected to foster language development and second language acquisition through the many informal learning situations that make up the child's school day. Cultural patterns influence the choice of language and the settings for the use of the first and second language in many situations. During child-initiated portions of the day, this bilingual Curriculum gives the children the freedom to use the language that best fits the occasion according to their cultural patterns and their level of cognitive development. A program whose goals include development and competence in two languages should have as its foundation the intertwining of language in every facet of the children's daily interactions.

In general, Spanish-speaking and English-speaking children come to the classroom in the United States with two different types of experience. Many Hispanic families use Spanish in their homes, but as soon as they leave their homes or their immediate community, they hear English all around them. They also hear English on the radio and T.V. every day. The English speakers, on the other hand, speak English in their homes; and they hear it on the radio and T.V. and anywhere they go in their community. If they hear any Spanish at all, it is only for brief periods of time in special circumstances, as when they shop in Hispanic stores or are invited to the home of a Spanish-speaking friend. The difference in amount of exposure of the children to the two languages outside of school has consequences for what any program in preschool can expect to achieve. The classroom staff using the Teachers College Model should, therefore, expect different results for the two language groups.

Another factor which can produce different results is the length of time the children are in the program. Many of the children in the Center for which this Curriculum was originally developed were in the program for two years. They came into the program at age three and graduated to kindergarten as they were turning five. Some children, however, are in the program for only one year. Clearly, not as much can be accomplished in one year as can be accomplished in two.

In ideal circumstances, it is the expectation of the plan for language learning presented above that:

1. The Spanish-speaking children who are in the program for two years will leave the program understanding and speaking English at or close to the same level as they understand and speak Spanish.

2. The English-speaking children who are in the program for two years will leave the program understanding Spanish (i.e., a basic vocabulary and basic grammar). They may or may not be speaking Spanish, depending on the exposure they have to the language outside of the classroom.

3. Children who are in the program for less than two years will follow the same pattern as above, but at a lower level of proficiency.

4. Both groups of children will display an attitude of acceptance toward speaking a second language and toward people who speak a language other than their own.

Above it was said that these expectations hold in ideal circumstances. It is recognized that there can be interference in the process of language learning over which teachers may have no control. In such cases, the expectations may not be met. By carefully planning and carrying out the plan for language learning, however, teachers can at least be certain that any such difficulty is not the result of poor planning, but comes from a situation beyond the scope of the program.

What Curriculum Materials Have Been Developed for Dissemination of the Teachers College Preschool Curriculum Model?

At present the Curriculum materials consist of: 1) a Manual for Teachers, Teaching Assistants and Aides; 2) a file of sample learning activities for a bilingual/multicultural early childhood classroom; 3) sample learning materials which may be teacher and/or parent made; and 4) recommendation of commercially available learning materials compatible with the Curriculum. Plans for Head Start staff and parent training back up the primary Curriculum materials. Further materials projected include a manual for parents, a booklet for administrators and resource booklets on possible participating cultures in areas where the Model may be adopted.

The Manual contains sections describing the Curriculum Model; explicit discussions of the prerequisites for implementing the program; a listing of the goals and objectives for the children's development; suggestions on how to set up a bilingual/multicultural classroom and a sample daily schedule; a step-by-step look at the portions of the day (child-initiated and teacher-directed activity, and language learning within each of those portions); alternatives to follow in creating learning activities; and a suggested system of record keeping. Each section concludes with a worksheet and/or suggested exercises which are designed to encourage the staff reading the Manual to relate the material just presented to its own situation.

A Sample Activities File has been developed to accompany the Manual for Teachers, Teaching Assistants and Aides. The purpose of the file is to illustrate as concretely as possible the range of learning activities which can result when classroom teaching teams follow the principles for activity development set

out in the Manual. The file can be used in two ways by programs replicating the Teachers College Model: as a resource for activities during the first weeks of program operation, and as a kind of "model within a model" for the continuing development of learning activities.

In conjunction with the production of the Manual for Teachers, Teaching Assistants and Aides and the file of sample learning activities, the Project staff at Teachers College has developed a collection of sample learning materials. The purpose of the collection is to provide staff replicating the Model with examples of materials not commercially available, but important in meeting the intent with which this Curriculum was designed.

The sample set offers a range of materials appropriate for use in child-initiated activities and adult-directed activities. Care has been taken in the production of the materials to illustrate the principles of: 1) avoidance of stereotyping; 2) incorporation of the life experience of the children in the content of the materials; and 3) durability. All of these are stressed in the Manual.

A careful search has been undertaken by Project staff members for materials presently available on the commercial market, which could be used to fulfill the intent of the Curriculum. Materials meeting the Curriculum's standards have been purchased and gathered into a Resource Center for use by the staff at the original implementation site and the replication sites during the coming phases of the Project's work. An annotated bibliography will be among the materials eventually disseminated to aid adopters of the model in the selection of materials.

The additional materials that are presently projected will be aimed at particular interests, such as administrative concerns and parent participation in the various aspects of the program. Spanish versions of all of the materials described above are now in process and will be available this fall.

What Is the Nature of the Training Plan for Parents and Teachers?

The participating Center will provide monthly workshops or training sessions for parents which will: 1) present and explain the requirements of the program as set forth in the Head Start Policy Manual; and 2) give parents the opportunity to develop and plan ways and activities that will actively include them in the implementation of the Bilingual/Multicultural program. The workshops will be planned and organized cooperatively by the the BL/MC Project staff (during the implementation year), the Parent worker and committee of parents.

Topics to be covered in the parent workshops are:

1. An Overview of the Educational Program;
2. A Review of the Head Start Policy Manual;
3. The Role of Parents in the Classrooms: Working with Teachers as Observers, Helpers and Eventually Employees;
4. Exploring Health and Nutrition;
5. Community Services: What? Where? How?
6. Developing Materials;
7. Language Development in the Home;
8. Places to go with the Family at Little Cost;
9. Good Books for Children and for Parents; and
10. Overview of the Head Start Social Services Department.

Success in the implementation of the Teachers College Model also hinges on how well the teachers and other Center staff understand the premises on which the Curriculum is based. As a result of the initial work that was done with the staff at the cooperating Center, the Teachers College Project staff has planned a number of workshops which will serve as part of the in-service training of the Center staff.

The Project and Center staffs jointly selected the following topics for workshops based on mutually perceived needs:

1. Review of Basic Principles of Child Development Theory;
2. Bilingual Education: Why? for Whom? (A Continued Exploration);
3. The Richness of Cultural Diversity;
4. Observation and Recordkeeping in the Classroom;
5. Mainstreaming: Why? Whom? How?

6. Roles of Parents and Program Staff: Conflict or Cooperation?;

7. The Community: Use as a Resource; Techniques of Observation; Ideas on How to Integrate Community Life into the Curriculum;

8. The Role of Nutrition and Health Care in the Education Program; and

9. Human Relations: Effective Communication/Awareness of Self and of Others.

UNIVERSITY OF CALIFORNIA - SANTA CRUZ
BILINGUAL/BICULTURAL PRESCHOOL CURRICULUM MODEL

Presented By:
Dr. Manuel Ramirez
Barbara Cox
Janet Macaulay
Manuela Macias

Based on the research of Dr. Manuel Ramirez III and his colleagues, the bilingual/bicultural preschool model developed at the University of California, Santa Cruz, focuses on individual differences in educational planning. The philosophy of cultural democracy underlies this work and has given direction to the program's design. A major goal of the program is to lay the basis for development of biculturalism, that is, for functioning effectively in and having a positive attitude toward more than one cultural world. This model addresses this goal primarily in three ways: the cultural content and bases of the program, language development in English and Spanish, and the application of the framework of cognitive styles.

The cultural content of the program is both direct and indirect. The program has been developed with Mexican and Mexican-American children and adults in a Mexican-American community which has led to a natural reflection of certain values and cultural statements in the program. Culture is also seen as the core of the program as it is implemented in its language and cognitive styles frameworks. In addition, specific cultural content is included in the curriculum, the main thrust being to reflect directly the cultural backgrounds of the Mexican and Mexican-American communities which Head Start centers serve, as well as including aspects of the majority culture. There is included in the curriculum a variety of activities, stories, songs, games and other components which reflect in various ways Mexican and Mexican-American culture.

Language

One basic aim of this preschool curriculum is to create as many opportunities as possible to develop the language of the children. The preschool center situation provides an ideal setting for encouragement of language development.

The distinction between language development and second language learning is very clear in theory, although in practice the two areas overlap at times. There is no doubt that first priority for preschool is language development -

extension and development of children's home or primary language - since it seems clear that children's conceptual development is inextricably involved with development of their language, and that those children who can understand and talk about a wider range of experiences or topics are those who gain most from their schooling. This concern for first language development takes priority over second language development because of the nature of the stage of language development which four-year-old children have usually reached. Put in the simplest terms, most four-year-old children have usually gained quite a good command of the basic skills of their language (be it English, Spanish or another language). That is to say, they can use a good variety of sentences, that for the most part they use the same grammar as the adults with whom they live, that they can make most but not all of the sounds of their language, and that they understand some of the things expressed by tone of voice but not others. While most four-year-olds know a great deal about their language, there are many things they do not know in terms of understanding and use. These do not have to do with grammar, but with meaning. Studies of four-year-olds' language show tremendous variation between amount of vocabulary that children of this age use and understand. Naturally, what they can talk about depends on their experience. Preschool is an excellent place for them to widen their experience so that they learn the meaning of increasingly more language. This program, therefore, suggests a very wide range of activities for children to take part in and build on or extend the language they already know.

Second language teaching is not given top priority in this program, since second language teaching often limits children's experiences to things which demand only very simple language. If a program spends a majority of time on second language teaching, it risks the possibility that children will not be exposed to the rich variety of activities that can be provided.

This does not mean that there should not be second language teaching, but that development of the language the children know best takes first priority. Children who know only Spanish or only English spend some of their time in this program learning their second language. Second language instruction for both English and Spanish is included in this model, though it is generally expected that Spanish-speaking children will progress further in English than English-speaking children will progress in Spanish, simply due to the greater exposure to English that usually occurs by virtue of the media's more extensive use of English. For the most part, second language instruction follows on activities that the children have participated in, using their first language. Second language instruction in this curriculum is not separated from other classroom activities, but develops from them.

It is the aim of this program for all the children at least to begin to become bilingual. Some children enter Head Start already bilingual, and know Spanish and English about equally. Our aim for these children is to assure that they continue to develop both languages.

The Area of Cognitive Styles

The cognitive styles framework of this model provides a means of using teaching strategies, characteristics of curriculum and preschool environments appropriate for the children being served. Stated briefly, this framework focuses on contrasted cognitive styles, the field sensitive and the field independent. Children who prefer to function in one style should have these abilities reinforced as well as be encouraged to learn to function in the style in which they have had less experience, so that they will have the necessary flexibility to enable them to be comparably comfortable in either style. Cognitive flexibility thus gained forms a foundation for the development of a strong bicultural identity and functioning. In other words, the more a child is comfortable in both cognitive styles, the more he or she will be able to profit from educational and cultural experiences. In the case of Mexican and Mexican-American children, they are comfortable in their own cultural settings while becoming more able to enjoy and profit from settings which are those of the majority culture. They will not have to reject one culture in order to be part of the other.

We believe that children in the preschool can begin to develop this cognitive flexibility. This is done by reinforcing the children in their preferred style and then gradually introducing them to the style in which they have had less experience. In order to do this, the teacher has first to observe children carefully for about three to six weeks in order to decide which is each child's preferred cognitive style. In order to help the teacher make these observations, the project has designed an observation instrument which is made up of two forms. (See Attachments A and B.) One lists typical field sensitive behaviors which can be observed in four-year-old children; the other, field independent behaviors. The teachers will be encouraged to fill out the forms in consultation with each other. About six weeks after the opening of the center in September, the teachers will be able to say which style, field sensitive or field independent, each child prefers. (Some children may already be bicognitive.)

Fortunately, the preschool organization is ideal for planning the next stage: that of reinforcement of the child's preferred style. Each day, activities can be planned which encourage either of the two sets of behavior. For example,

centers can be set up for free exploration and discovery, and materials provided for the children to use in the manner they wish, in order to reinforce the field independent style. Group singing and movement activities, art activities where the children have to follow a specific model, and group cooking activities can be provided, all of which characteristically appeal to the more field sensitive child. We suggest that the teacher encourage some measure of free choice for the children as to which activities they will do, and also guide them to particular activities from time to time. For example, children who are more field sensitive may not want to explore a discovery table alone, but will gain a great deal from the experience if a teacher accompanies them.

When a child is performing well in his preferred style, the teacher will begin to guide the child gradually into activities where he or she will have an opportunity to function in the other style. For example, field independent children who do not like to join in dancing and singing games will be encouraged more actively to do so, once the teacher sees that they are getting on well at the things they like to do. The teacher might ask the more field sensitive child to complete a task with less help and guidance than usual.

Some children will adjust more slowly than others to the preschool environment; they may not be ready for the transitional stage into the other style before the end of the preschool year. This does not matter. The most important stage at the preschool level is that of reinforcement of the child's preferred style.

An important part of the training of teachers to work with our model is training them both to observe the children for cognitive styles and to develop flexibility in their own teaching styles so that they can adapt their teaching strategies to the preferred learning styles of the children. That is, the teachers become more aware of their teaching styles and more able to adapt their styles as needed.

Two draft observation forms are included at the end of this section.

The Curriculum Package

The design of the finished curriculum package is the result of much consultation with practicing preschool teachers and teacher-trainers. The basic materials consist of a teacher manual, a curriculum guide, three resource manuals, and a series of units containing specific activities. All of the materials are in English and Spanish, presented on the same page or facing pages.

The teacher manual contains information concerning the philosophical and theoretical foundations of the program. This includes orientation to the philosophy of cultural democracy, theory of language acquisition and bilingualism, the importance of incorporating culture and the community in the entire program, cognitive styles theory, and parent involvement.

The curriculum guide is specific to implementation. This guide contains the "how to" of the program, including organization of the curriculum, observation of children, scheduling, first and second language teaching techniques, bilingual teaching styles, environment and materials. Also included is information on using the units, identifying activities to meet specific needs, and sequencing the curriculum. Cross-referencing of objectives, developmental skills and related materials for specific objectives or activities are contained in the curriculum guide.

The resource manuals provide in a convenient place a book of recipes and activities that accompany their preparation, a book of songs, games, dichos, fingerplays and a book of simple gift-making activities.

Finally, a series of "units" make up the bulk of the material. These units, thematically organized, contain a set of folders on which are described general objectives, language objectives, materials, procedures, and second language follow-up, all for a given activity. Also, cognitive styles information for each activity is provided. Each unit is introduced by two folders that introduce the unit's theme, the general range of abilities addressed, suggest room environment provisions, resources, and also "index" the activities according to "preacademic" areas (math, science, etc.) and according to the larger developmental areas - psychomotor, socioemotional and conceptual development. Following the introductory folders are the activity folders, organized by emphasis according to language arts, music and movement, cooking and nutrition, math, science and perception concepts, arts and crafts. Procedures for conducting the activities, materials necessary and complimentary materials or activities are rather specific and detailed. The aim has been to provide clear instructions that less experienced adults, as well as highly trained personnel, can follow.

Each unit also contains parent materials, story books, patterns for preparation of puppets, picture cards and felt board figures.

The activities are being field tested and organized by the following themes: Water; Pets; Land Travel; Celebrations;

Corn; Weather; Water Travel: Ponds, Lakes, Rivers; Parent Occupations; Plants and Seeds; China Poblana; Charro; Farm Animals; Air Travel and Flying Things; Ocean; Zoo (wild) Animals; and Hidden Treasures and other Fancies.

DRAFT

PRESCHOOL CHILD RATING FORM
FIELD SENSITIVE OBSERVABLE BEHAVIORS

Child's Name _____ Age _____ Date _____

Observer's Name _____ Location _____

	FREQUENCY				
	NOT TRUE	SELDOM TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
RELATIONSHIP TO PEERS					
1. Likes to work with others to achieve a common goal.					
- Stays with group when doing something.					
- Uses toys to get others to play with him/her; shares.					
- Tries to include as many others as possible in play.					
-					
2. Likes to help others.					
- Tries to interpret stories in books for friends.					
- Gets friend napkins or food during meal time.					
- Helps others with games, toys, or swings.					
-					
3. Is sensitive to feelings and opinions of others.					
- Is quick to realize when a friend is sad or worried.					
- Attentive to activities of others, even when busy.					
- Touches others gently to get attention or convey affection.					
-					
PERSONAL RELATION WITH TEACHER					
1. Openly expresses positive feelings for teacher/adult.					
- Touches or hugs teacher.					
- Offers teacher something that belongs to him/her.					
- Wants to stay with teacher when going on trip (holding hands).					
- Upon arrival, readily greets teacher/adults.					
-					
2. Asks questions about teacher's tastes and personal experiences.					
- Asks teacher about (his)her family, comparing it with his/her own.					
- Asks teacher how old s/he is and where s/he lives.					
- Asks teacher about favorite movies/TV shows, telling about his/her own.					
-					
INSTRUCTIONAL RELATIONSHIP WITH TEACHER					
1. Seeks guidance and demonstration from teacher.					
- Asks teacher to give him/her something to do.					
- Will ask teacher to show him/her how to use a toy or a game.					
- Remains near teacher during teacher-directed activities.					
- Likes teacher to explain how to assemble puzzle or game.					
-					
2. Seeks rewards which strengthen relationship with teacher.					
- Tries harder when teacher shows approval.					
- Shows his/her work to teacher for praise.					
- Gives instructor object that s/he has made, to keep or display.					
-					
3. Is highly motivated when working individually with teacher.					
- More likely to stay with a task that teacher is directing.					
- Makes lots of eye contact when working alone with teacher.					
- Quickly leaves activity when teacher is gone.					
- Goes mostly to activities where adult is present.					
-					
4. Is sensitive to teacher's opinions, criticism, and praise.					
- Will quickly stop an activity when told by teacher.					
- Acts dejected, hurt, or mad when teacher shows disapproval.					
- When praised, responds with obvious pleasure.					
-					

DRAFT

PRESCHOOL CHILD RATING FORM
FIELD INDEPENDENT OBSERVABLE BEHAVIORS

Child's Name _____ Age _____ Date _____

Observer's Name _____ Location _____

	FREQUENCY				
	NOT TRUE	SELDOM TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
RELATIONSHIP TO PEERS					
1. Prefers to work independently. -Protective of own space; resents crowding or pushing -Sits away from others during large group activities. -Finds own play activities. -					
2. Likes to compete and gain individual recognition. -Is usually first to serve him/herself during meal time. -Engages in competitive behavior (e.g. racing, wrestling). -Answers teacher's questions first, before others. -					
3. Task oriented; inattentive to social environment when working. -Gazes at objects, absorbed in thought. -Remains with book, ignoring activities around him/her. -Does not like task to be interrupted. -					
PERSONAL RELATIONSHIP TO TEACHER					
1. Rarely seeks physical contact with teacher. -Maintains minimal interaction with adults. -With adult, seldom touches or responds to touching. -Leans away from teacher or adult who gets closer to talk. -Frequently sits away from teachers during meal time. -					
2. Formal interactions with teacher restricted to tasks at hand. -When adult helps with game, child converses little. -Meal conversation restricted to needs (milk, napkin). -Does not maintain eye contact with adult when spoken to about a task. -					
INSTRUCTIONAL RELATIONSHIP TO TEACHER					
1. Likes to try new tasks without teacher's help. -Shows impatience when adult offers help with game or puzzle. -Likes counting/spelling alone, without teacher's help. -Likes to leaf through book, without adult explaining story. -					
2. Impatient to begin tasks; likes to finish first. -Is first to sit at table to eat, or to wash hands for meal. -Reminds all, including teacher, when it's time for an activity. -Is first to get ready to leave when it is time to go home. -					
3. Finds task involvement and completion rewarding in itself. -Insists on staying with a task until it is finished. -Enjoys playing with game or looking through a book alone. -Enjoys pasting and drawing alone. -When alone in playground, plays vigorously. -					
4. Does not readily react to teacher's criticism or praise. -When reprimanded, ignores teacher, goes on to something else. -When praised, responds politely but somewhat indifferently. -If asked to stop activity, insists on staying with task. -					

HIGH/SCOPE BILINGUAL/BICULTURAL PRESCHOOL CURRICULUM DEVELOPMENT PROJECT

Presented By:
Michael L. Hanes, Ph.D.
Marina Isabel Flores
Co-Directors

Jose Rosario, Ph.D.
Evaluation Specialist

The High/Scope Bilingual/Bicultural Preschool Curriculum Development Project has focused on the processes of educating young children. The concern for understanding educational processes is derived from Piaget's developmental theory and Dewey's educational philosophy which form the basis of the curriculum. This orientation is represented in the curriculum development plan and the design of instructional strategies as well as most importantly, teacher and child outcomes of the curriculum. With this emphasis, the major goal of the project is to develop instructional strategies within a curriculum framework which is not only culturally relevant but also developmentally appropriate for the young child.

This paper provides a brief overview of the curriculum development process encountered by the High/Scope Project. The first section outlines the developmental framework within which the curriculum has evolved. The essential aspects of the curriculum are described in the second section of the paper. Finally, the validation of the model is discussed with particular emphasis on the current status of the validation procedures.

Bases for the Curriculum

In general, the High/Scope Project represents an effort to initiate educational change in preschool classrooms which serve bilingual/multicultural communities. A major concern in the evolution of the curriculum has been to understand the educative process and explore strategies for supporting bilingual/multicultural education. In developing the curriculum with this emphasis, factors or constraints encountered in previous experiences with early program development were recognized and taken into account as strategies and materials are being developed. The following section discusses these factors as the bases for the curriculum.

First, the process of education must include the classroom environment as well as the community, the home and the family. That is, a curriculum which ignores or at least does not attempt to capitalize on the experiences of the child and the family risks the development of culturally inappropriate education which

may alienate the child and the family. Most importantly, however, preschool curriculum developers need to recognize the potential for integrating classroom experiences into the life experiences of the child to avoid creating a psychological barrier between the school and other life experiences. The High/Scope curriculum has been designed to utilize the life experiences of parents and children as an integral component of the curriculum.

Incorporating life experiences in the classroom necessitates recognition and understanding of the diversity of experiences and individual differences in the characteristics of children, families and classrooms. The error of considering socioeconomic status or racial-ethnic membership as classifications with homogeneous populations has been committed frequently in the recent history of curriculum development. The High/Scope curriculum is based on a philosophy which values individual differences and individual experiences. In addition, the theoretical basis for the curriculum emphasized that the child is a transactor with the environment. That is, each child encounters different life situations from an individual perspective; the curriculum is designed to foster each child's capability for self-initiated learning. The classroom then becomes an environment for sharing and cooperative learning, with the teacher's role one of facilitating each child's development as well as creating a supportive and unified atmosphere in the group learning situation.

As a facilitative role, teaching requires an understanding and knowledge of each child's development as well as an understanding of the developmental sequence in which children develop. Without a theoretical position or background to serve as a reference for understanding children's development, teachers frequently rely on the curriculum materials and/or practical experiences. Piagetian theory provides the framework or referrant for the teacher in the High/Scope curriculum. The cognitive-development framework provides the teacher with a means for understanding the ways in which knowledge is acquired, the structural nature and developmental characteristics of children's thinking, and the sequential development of cognition in young children. With this basic framework and an understanding of appropriate instructional strategies, the teacher is equipped to initiate and create a classroom environment which facilitates each child's development.

While the facilitative role of the teacher depends on a framework based in cognitive-developmental theory, the specific content of the curriculum and the classroom experiences of the children are drawn from the culture and environment of the community. To be more exact, the framework of the theory and curriculum provides an understanding of the cognitive processes to be developed and strategies for facilitating the development of those processes. The actual content employed in developing those processes may vary across communities and even across children.

Therefore, the teacher needs to be very much aware of the unique attributes of the community and the families in that community. In essence , the classroom becomes an integral part of the community in the interactive process of educating young children.

Finally, the characteristics of the interactive model applied to the child-environment and classroom-community relationships is useful in describing curriculum model development and the replication process. From our perspective, curriculum development is an evolutionary process which is altered and modified by the interaction of many forces. While the major goals of the model provide continuity throughout development, the curriculum continues to evolve as a result of our experiences with classrooms, teachers, parents, administrators and other educators. Indeed the curriculum is designed to evolve with each phase of the project, from initial development through dissemination. By necessity, then, there are many end points in the developmental process. As the classroom curriculum emphasizes, there are many cycles of planning, working, recalling and evaluating. These activities are equally important for the curriculum developer, the teacher and the child. Similarly, a key factor in the facilitator-learner relationship, mutual support, is applicable to the child-teacher, parent-teacher and teacher-trainer relationships. The mutual support for learning encompasses material aids, emotional support and cognitive support as each party attempts to understand and facilitate the development of others.

Un Marco Abierto: A Bilingual/Multicultural Open Framework Approach

Un Marco Abierto describes an *open framework* approach to bilingual/bicultural preschool education based on a practical application of Piaget's developmental theory. Guided by the principles underlying The Cognitively Oriented Preschool Curriculum developed by the High/Scope Educational Research Foundation, Un Marco Abierto describes objectives and teaching strategies and demonstrates ways of operationalizing them in a bilingual/bicultural context. Moreover, it reflects the efforts of children, parents, teachers, paraprofessionals and administrators who work together to formulate a curriculum model responsive to the needs of all concerned. It offers educators, parents and the community a way of operating preschool programs that takes into account knowledge of how young children think and learn. It is a way of thinking about how best to provide experiences for young children growing up in a multilingual/multicultural context. But generally, Un Marco Abierto ultimately represents a view that the support and maintenance of different language communities are central to full biliterate bilingualism. Un Marco Abierto, therefore, places a value on the importance of self-esteem, pride in one's own nationality, the utilization of one's linguistic resources and the learning of a second language.

Specifically, Un Marco Abierto is framed in terms of key experiences. Approximately fifty in number, the key experiences are considered important to the learning and development of preschoolers. Key experiences represent those opportunities which research has disclosed as supportive of active learning and cognitive development in three- and four-year-old children. Un Marco Abierto uses key experiences to provide a program that is responsive to children's linguistic and cultural backgrounds. The key experiences are not intended to duplicate the efforts of later schooling. Rather, they serve as a base on which later schooling success may depend. They provide the child with the structured background necessary for the acquisition of concepts, skills and language competence, whether first or second. We start from the premise that competence in any language is a function of general thinking skills now emphasized in the open framework model. We have also adopted the general psycholinguistic view that children first *learn* about the world before they *talk* about it. In the young child, language does not lead to knowledge. Rather, knowledge leads to language. Further, we hold that the acquisition of language and lasting knowledge best occurs tacitly through experience and actively interacting with materials and the subjective world, not didactically through passive watching and listening.

Since language is context bound, Un Marco Abierto ties language directly to the child's on-going activities in an open, supportive environment. Rather than decontextualizing first and second languages or organizing them into time periods, both languages emerge naturally and are integrated into the entire daily routine. This provides opportunities for children to learn by interacting with peers and adults from both first and second language groups. By emphasizing the usage of both languages (simultaneously translating and code switching), we hope to provide the child with an environment where he/she knows both languages are equally accepted and respected. This approach does not require postponing the child's learning until he gains control of a second language.

This approach to language learning may be described as *natural*. It calls for strategies that encourage children to describe objects, people, feelings and to express their needs and interests as they engage in meaningful activities. It requires that the adults serve as language resources for the children, helping solve problems, extending experiences and serving as language models. In the classroom the adults must demonstrate and maintain the equal status of both languages when speaking to other team members or children.

The *natural* language approach is certainly not a programmed approach to first language learning or second language acquisition. Un Marco Abierto does not contain a set of specified language lessons or activities. It does contain,

however, a framework from which teachers, children and parents can build upon. Un Marco Abierto's bilingual approach implies that because young children learn best when actively involved, first and second language learning must be closely connected to this involvement and not presented abstractly through systematic lessons employing language techniques based on teaching a foreign language to adults.

Culture, too, is something to be experienced - especially for young children - not something to be didactically *taught*. Inseparable from the language of the child, culture becomes the broad context within which all education takes place. Un Marco Abierto views culture as the context of a group of people, whose whole range of social values, customs, traditions and social institutions distinguish their way of life. Culture encompasses tools, dress, shelter, modes of transportation, a people's history, artistic productions, social organization, family structures, marriage customs, religion and language.

At the ages of three- and four-years-old, the preschool child has internalized the bases of his/her culture and via language begins to communicate information about who he/she is, the dialect he/she speaks, the patterns of family life, the neighborhood and the people who immediately surround that neighborhood. These experiences are reproduced by the child through representations in role playing, drawings, models and other art work. The adults must build upon the child's interests and experiences based on the immediate knowledge of his/her culture rather than what is remote to the child. Un Marco Abierto does not emphasize teaching remote or abstract facts because the preschool child has not yet developed sufficient understanding of time concepts to really know, for example, what "in 1492" means. However, we recognize and do emphasize the importance of using books and materials depicting historical events and figures. Of course, this does not mean that even these materials should not be developmentally appropriate. Un Marco Abierto also suggests that adults incorporate key experiences that will help to maintain and support the child's first culture and facilitate his adjustment to a second culture. This may, among other things, include their exposure to material artifacts reflective of their cultural backgrounds.

We view culture, then, as that knowledge which is an intrinsic factor which the young child carries into a school setting. The child brings, for example, a self-concept shaped by a distinct set of cultural patterns. Un Marco Abierto thus seeks to place the child at the center of the program so as to allow him/her to perceive meaning and value in personal identity and the characteristics or identity of others.

Un Marco Abierto provides adults with a framework for using and extending their experiences and for sharing their language and

culture with the children and other adults through a team teaching effort. In Un Marco Abierto the adult is defined broadly to include teacher, paraprofessionals and parents. All these individuals become potential resources for each other and the children. The team teaching approach attempts to eliminate role differentiation on the basis of attained educational levels or specific language competency. Everyone works together and shares equally in the decision-making process.

This, of course, means that parents play an especially important role as language and cultural models. All of the adults are encouraged to speak their own dialect, to learn from each other and, most important, to learn from the children. Because adults need to work together in creating a viable preschool center, training becomes critical for the on-going process of learning how children think and operate. Each adult needs, for example, to be equally skilled and sensitive observers of children. Consequently, training is a continuous process for parents, teachers and paraprofessionals.

In sum, Un Marco Abierto is not a curriculum in the sense of a prescribed content. Rather, it is a theoretical perspective that allows adults to create a program which is responsive to children. The long range goals are to develop children's ability to make decisions about themselves in a cooperative manner with others and to use their own resources to solve problems. The curriculum seeks to educate children by allowing them to plan and carry out those plans; to help children feel good about themselves; and further, to develop a child's spirit of inquiry and openness to knowledge and the views of others.

Validation of the Model

The evaluation efforts are currently focusing on four major aspects of the model: parent involvement, child progress, teacher behavior, and general program implementation at the sites. The following discussion reviews the present status of the evaluation in terms of data being collected and the instruments used to examine these aspects of the model.

The formative evaluation efforts related to program validation are proceeding on schedule and following closely the initial proposal. During the current year, for example, there will be a continuation of the piloting of various instruments as well as the collection of field and survey data in an attempt to identify not only problems related to program implementation but also probable program impact on the children and adults involved in the project. There have already been revisions and use of a parent interview form to collect data about language usage in the home, parental views toward preschool education and child rearing, and parental needs and interests. The data will be processed and interpreted for curriculum developers and

teachers as baseline information for determining modifications in the program. We expect to follow with a second form to assess possible program impact on parents and decide on the necessity for further curriculum revisions.

In addition, there will be revisions and usage of the Child Observation Record (COR) to monitor child progress. This is essentially an instrument designed to measure the intellectual, language and social development of children. The COR has been expanded to contain sections on second language learning and cultural awareness. Also, to assess further the child's language production abilities, we are administering the Preschool Productive Language Assessment Task (PPLAT) on a trial basis as was done last year. Briefly, the PPLAT has been designed to measure a preschool child's ability to communicate purposefully. There are still a number of unanswered questions related to the use of the PPLAT that we need to settle before continuing its piloting. In the search for answers, plans are underway to convene a panel of linguists experienced in bilingual/bicultural education to discuss with us the problem areas of the PPLAT.

Also, the Preschool Teacher Training Profile (PTTP) will be used to measure teacher behavior and classroom structure. Among other things, this instrument is designed to provide an index of training effectiveness and teacher success in a bilingual/bicultural classroom.

Finally, participant observations of classroom activity, and staff and parent meetings will be conducted weekly to supplement the formal instruments just cited. These field observations will yield added information not obtainable with our formal instruments. The focus here is on the accounting practices of children, staff and parents as they interact to implement a program.

In sum, we expect that our validation efforts and the evaluative instruments we design on the basis of our results will be fruitful in the planned summative evaluations. A sharing of findings and perspectives may be useful. We are currently working with that end in view.

AMANECER CURRICULUM MODEL

Presented By:
Rebecca Maria Barrera - AMANECER Project Director
Maria Elena Riojas - AMANECER Curriculum Specialist

AMANECER is a Spanish word that means the beginning of a new day. It is also an acronym. The words which make up the letters of AMANECER - A Multicultural Action Network for Early Childhood Education Resources - tell of a curriculum model which incorporates the language of a people, their culture, their values and their contributions to their children's learning. It implies an action process for bringing about quality programs for children, and it provides alternatives for appropriate decision-making.

AMANECER combines the most appropriate elements of the theories of Piaget, Montessori and Maslow with a process for gathering information about children and their community, and merges the two into a "selectively eclectic blend" of theory and action.

Because experience with teachers and schools points out very clearly that a curriculum is only as effective as the teacher who implements it, the AMANECER Curriculum Model is a process oriented approach to program implementation, and it is directed to the teacher as the initiator of change and the facilitator of learning.

Through a series of booklets, audio-visuals and supplementary materials, AMANECER will provide Head Start teachers with a theoretical base for instructional decision-making and a step-by-step process for designing and implementing a viable curriculum model that is both theoretically sound, and linguistically and culturally appropriate. The important role that parents can play in the education of their children is a theme that recurs throughout the Model.

The AMANECER Curriculum Model includes specific objectives for teachers, parents and children, but the focus is always on the teacher as the change agent. The goals of the Model include:

For Teachers:

To develop a process that will enable teachers to personalize instruction, create a safe and healthy learning environment, support the child's cultural identity, and involve parents optimally.

For Children:

To provide a strategy for designing developmentally appropriate learning experiences which address the cognitive, linguistic, psychomotor, socioemotional and cultural characteristics of three-, four- and five-year-old Head Start children.

For Parents:

To design a parent involvement strategy that will optimize the participation of parents.

Each of these goals has been expanded into a number of specific objectives to be achieved by teachers as they work their way through the materials in the model. Several processes have been designed for each specific objective. These processes are the "action" part of the model. They are presented in the booklets, elaborated and demonstrated in the filmstrips, and are reflected in the classrooms of AMANECER teachers. The materials in the model are closely correlated to the processes, and they include several steps, some of which are:

	Processes	AMANECER Materials
1.1.1	Teachers will observe the performance of children in the following areas: child's preferred language, child's level of performance, skills and concepts child knows.	Books 3,4,5,6,20 Filmstrip "Keeping Up With_____" folder
1.1.2	Teachers will match the learning activities to each child's preferred language, operational level and perceptual level.	Books 21 "Keeping Up With_____" folder Master Checklist Idea File Circle Time File Ideas & Skills Posters Filmstrip
1.1.3	Teachers will use parents and aides to assist them in personalizing instruction.	Book 15, 16 Handbook for Parent Participation

	Processes	AMANECER Materials
1.3.1	Teachers will become sensitive to the culture of the area by acquiring information from parents through interviews and guided observation of the community.	Book 15 Filmstrip Circle Time File
1.4.4	Teachers will facilitate the organization of parents into various interest groups to provide needed services to the Head Start Center.	Book 16 Filmstrip
2.2.2	Teachers will provide children with opportunities to develop oral language skills by interacting with many adults including parents and teacher aides.	Books 13, 14, 16 Filmstrips Circle Time Box
2.3.3	Teachers will make available a variety of materials and activities at various levels of difficulty from which children may choose to use or be directed to use.	Books 7, 18, 19, 21 Idea File Box
2.4.1	Teachers will organize the daily schedule to include a balance of teacher-directed and child-initiated activities.	Book 21 Weekly Planning Guide
2.4.2	Teachers will encourage the development of autonomy and initiative by reinforcing the child's effort at self-direction.	Books 5, 6, 13, 21

Numerous other processes have been identified for teachers to follow as they learn to implement the AMANECER Model.

The materials in the model have been prepared in such a way as to present teachers with sound educational theory followed by alternatives for action based on that theory. Booklets are color coded and arranged in packets with a variety of audio-visual and hands-on materials.

The following pages summarize the contents of Book 1, The AMANECER Curriculum Model. Book 1 was presented through slides

to the conference participants. It describes to the reader the basic ideas in the model as well as how the ideas are carried out through the materials. Book 1 includes colorful illustrations which had to be omitted from this summary due to difficulties with reproduction.

To summarize the efforts of the AMANECER model the last page of Book 1 tells it all.

"Amanecer" is a Spanish word that means the beginning of a new day. We believe that if you use the AMANECER Curriculum Model you will be better able to help children begin a "new day" - a new day of learning - a new day of respect for their culture and language - a new day of hope and, a Head Start for their future.

THE AMANECER CURRICULUM MODEL

Gloria Rodriguez Zamora, Ph.D
Kathryn Jagoda, Ph.D.

Illustrations and Photographs by
Carolina G. Flores

First Pilot Edition, April 1977

The booklet you are reading was written for a very special purpose: to introduce you to the AMANECER curriculum model. It will explain what curriculum models are, how AMANECER is different and what it can do for you.

There are lots of curriculum models and each one is a little different. They are different because the people who develop them have different ideas about what is important for children as well as what teachers should learn and do in order to help children learn.

A curriculum model is not the same thing as a curriculum. A curriculum tells you specific things to teach children; curriculum models are guides that usually consider not only children's learning activities, but the entire Center program.

The AMANECER model is designed for people who work with Head Start children, especially for those who care for young children who speak Spanish or are bilingual.

The ideas behind the model are simple. They are based on three things that we believe about how learning can best take place.

1. Learning occurs in sequential steps that must flow from the child's experiences.

There are certain skills and ideas that children of this age are ready to develop. You should know what these are and how to arrange learning in such a way that important steps are not skipped. If you believe children learn new things by relating them back to what they already know and can do, you need to find out as much as you can about your children. This is especially important when the children speak Spanish and live in a community different from your own.

2. The way parents, teachers, and children feel about each other affects how children learn.

One important way we can help children become excited about learning is by creating a happy environment that is full of people who have good feelings about each other.

If you believe that communicating with others, whether they are children or adults, in a positive, helpful manner will create an environment that encourages both good feelings and learning, then you will find ways to create this kind of atmosphere at the Center.

3. The physical environment a child works and plays in affects what a child learns.

If you believe that the physical environment a child works and plays in affects what a child learns, then you should know how to set up a learning environment that has toys and other materials that help children grow and develop, and you should know how to arrange them in a way that is sequential (from easy to more difficult), attractive and useful. Some of these materials should be in Spanish, some should be things they know from their home environment and they should be about the things that other Spanish-speaking children like. Parents and other adults can help you make and set up your learning environment.

Many fine programs are based on ideas like these. However, most of them take one or two years of training after four years of college to learn how to use them. This model was developed so even new teachers who have had no previous experience working with young Spanish-speaking children can do the things neccessary

to help children grow and learn, and feel good about themselves. All the materials in the model are designed to show you how to put these beliefs into practice.

We have taken these beliefs and decided what you would need to know and do in order to set up a classroom where all these things could happen. Then we developed a set of packets to show you how to do it for yourself. They are designed to be a practical step-by-step guide for you to follow.

AMANECER will help you understand three very important things:

1. how children grow and develop;

2. how learning is affected by culture and language; and

3. how important it is to involve other adults, especially parents, in children's learning.

The AMANECER model will help you take what you know, and show you how to plan experiences and activities that will encourage and motivate children to learn.

The role of parents, culture and language are so important to a child's learning that they are not designed as separate parts of the AMANECER model. Rather, you must know the children's parents as well as their language and culture in order to implement it.

You will see how this happens as you begin to build the model for yourself by using the AMANECER packets.

Evaluation of Curriculum Development Projects

CONFERENCE PROCEEDINGS

AN EVALUATION OF THE HEAD START BILINGUAL/BICULTURAL CURRICULUM DEVELOPMENT PROJECTS: THE INITIAL PHASE

Prepared By:

Juárez and Associates, Inc.

Luis C. Moll, Project Director
Beatriz Arias
Patricia Gándara
Michael Hollis
Thomas LaBelle

Introduction

What constitutes a curriculum? Which aspects are worthy of evaluation? What does it mean to evaluate in education? Many of the issues and problems surrounding evaluations of curriculum models can be traced to the fact that there are no widely accepted answers to these questions. Curriculum, for example, is traditionally conceptualized as an end-means process involving purposes, experiences, organization and evaluation. Within this broad overview, however, there are those who emphasize one or more aspects of the process to the near exclusion of others. For example, some believe that the learning environment is the most important component of the curriculum while others view learning outcomes as the only aspect worthy of attention. Still others may view the educational process, or what happens to learners, as crucial and significant.

One's view of education influences the definition and conceptualization of evaluation and its purposes. For example, educational evaluation is traditionally viewed as assisting decision-makers with information designed to enhance their educational programs. But individuals differ as to what aspects of the program are most important, what is a cause and what is an effect, the points at which data should be collected, what kind of data are of most worth, and so on.

As the conceptual confusion surrounding curriculum and evaluation combine with the value orientations held by various interest groups connected with the program, considerable sensitivity is called for on the part of both the curriculum contractor and the evaluation contractor. The evaluation contractor must be especially open and attentive to the possible influences of the evaluation process on the program being evaluated. Manipulating the curriculum model to suit the evaluator's need for data, for example, may destroy the model itself. At the same time, the evaluator must recognize that it is his or her job to collect the data and make

judgements assessing the merits of the program and identifying the points where improvement might occur. These outcomes are best achieved by working closely with the curriculum contractors in a unified effort. The goal of gathering data for assessing and enhancing the curriculum model is best met by both parties working together.

There are many other issues which follow from the conceptual difficulty associated with curriculum and evaluation, and the value orientations held by interested parties. Agreement on the kind of data to be collected and the methods that can legitimately be used for that collection, for example, are central to the acceptance of a curriculum evaluation. Problems in gathering data concern mechanisms to secure information on the teaching-learning process through observation, validating parental opinions of the program, and generally attesting to the notion that any changes in learners, teachers and parents are actually due to the program and not to other uncontrolled or unidentified influences. Other measurement problems concerning validity and reliability may also be associated with the fact that the curricular models to be evaluated will be newly formulated and changes might, therefore, be expected in the models during the period of the evaluation. Again, it will be important to work closely with the curriculum contractor to reflect these changes in the data base generated by the evaluation. As Martinez and Housden (1976) have pointed out, a fully effective evaluation is in jeopardy until criteria agreed upon by evaluators and educators are established.

While many factors facilitate or hinder model implementation in early childhood curriculum, researchers have concluded that the key role is played by the classroom staff (Klein, 1971; Klein and Datta, 1971). In recognition of this fact, the Administration for children, Youth and Families (ACYF) has utilized the characteristics of teacher-child interactions to help categorize early childhood curriculum models (Stanford Research Institute, 1971; Bissel, 1971).* The teacher plays a central role in each model, whether that role is child-centered, programmed, open framework or custodial. The teacher's role may vary from a didactic one, to one where the teacher structures the environment, to one where he/she is encouraged to be creative and adjust the curriculum to the children's

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*The three categories included: 1) pre-academic models - advocating high teacher direction; 2) discovery models - requiring the teacher to create a stimulating classroom environment; and 3) cognitive discovery models which fall in between the two. A fourth category was suggested by the Planned Variation Study (Katz, 1970) emphasizing consistent technical assistance depending on the program's philosophy, goals and teacher personality.

personalities and characteristics. Central to all the models for successful curriculum implementation is a teacher who is not only aware of the role prescribed by the model, but who is also willing to carry out that role at all times. A resulting problem for the evaluator, therefore, includes looking at the implications for teacher roles prescribed by each model, and attempting to ascertain the degree of fit between teacher awareness of the role required by the model and the willingness and ability of the teachers to carry it out.

When the issues and problems of evaluating curriculum models are viewed in the context of preschool bilingual/bicultural programs, these and other unique concerns emerge. The relative scarcity of preschool instruments, for example, and especially those found to be valid and reliable for use with Spanish-speaking youngsters of differing ethnic backgrounds, makes the evaluation of bilingual/bicultural curriculum models at this level an especially challenging one. While the major standarized testing instruments have often been found to have high predictive validity, they are usually pedagogically impotent. They are useful in telling how a child or a group of children will perform on future tests, but they do little to inform or guide the teacher in changing that course of events. Additionally, while their predictive validity seems to have been demonstrated (however, see Schwartz, 1975), concurrent validity is frequently weak, in particular with economically poor and non-English speaking children.

Other significant problems also exist in the evaluation of both the linguistic and the cultural components of bilingual/bicultural (BL/BC) programs. Because of wide-ranging inconsistencies in the treatment of the language component in BL/BC preschool programs, for example, it is evident that the term "bilingual education" is one on which there is no clear consensus. Support for this claim is to be found in the notable absence of a definition of bilingualism and bilingual education (Padilla and others, 1975). This lack of a clear statement of purpose on the part of program personnel has led to irregularity in program design and program evaluation procedures. The result is that knowledge is limited by the lack of evaluative research in preschool programs conducted in accord with acceptable research methodology (Padilla and others, 1975; U.S. Commission on Civil Rights, 1975).

Crucial to the proposed evaluation effort, therefore, will be the documentation of each bilingual model as it is developed. For example, what are the curriculum goals, processes and involvement of children, parents and teachers? Because the growth of bilingual education, as far as model development is concerned, has focused on the distribution and use of both languages in the curriculum, there are several main variables

which must be assessed in such a documentation. These aspects of the development and implementation of bilingual models are:

1. the choice of languages of instruction;
2. the extent of instruction in two languages;
3. the role of the language in the community;
4. the attitude of the staff, parents and children toward the respective languages and cultures;
5. the use of the target languages in natural communication; and
6. the communication skills of the preschool child.

While all of these aspects are important, the collection of data on each one is sometimes constrained by the instruments and methodologies available. For example, there are serious limitations in the language assessment instruments available at the preschool level. This means that multidimensional instruments that integrate a variety of skills related to language use and the child's ability to both encode and decode in free speech are lacking. There is also a particular absence of valid assessment instruments of bilingual children's communicative competence.

Apart from the problems encountered in the definition and assessment of bilingualism, there appears to be a lack of common understanding about what should comprise the cultural component of bicultural programs. Most programs which have been reviewed do not have a clear view of what direction the cultural training should take. For example, should the program focus on the symbolic aspects of the respective cultures (clothing, foods, flags, holidays, etc.) or should it address itself to transmitting and reinforcing culturally-based behaviors? Involved in this need for a greater specification of bicultural components is attention to how parents view biculturality and what they think children should learn to preserve the culture of the home. It would also seem important to determine what the community attitudes are toward these programs. There is little information about what parents expect from BL/BC programs, how these expectations may influence language acquisition and use, and how parental attitudes and perceptions vary with the time spent in the program, generation of residence and ethnicity (Padilla and others, 1975).

These issues concerning the cultural component give rise to two major considerations which should be taken into account in program evaluations involving parents. They include: 1) sensitivity to the parents and their culture on the part of

the interviewer; and 2) utilization of the parent as a resource in assessment. A growing awareness of the disservice done by inappropriate and poorly conceived research has created an atmosphere of distrust in many minority communities. Consequently, in order to do a truly valid assessment involving the parents, the individuals who develop, administer and analyze testing or assessment instruments should have an in-depth understanding and sensitivity to the culture, customs and language of the people to whom the instruments will be administered (Moll, Rueda, and others, 1976). Furthermore, apart from the need to create a good fit between the evaluation team and the parents to be interviewed, parents should also be utilized as an important component in program evaluations. In an area in which such a meager research base exists and where valid and reliable instruments are lacking, the parent as a resource should not be overlooked.

This sampling of issues and problems concerning the evaluation of bilingual/bicultural curriculum models - from conceptual difficulties to data collection, testing, personnel factors, process variables and parental involvement - constitutes only a brief introduction to the complexities involved in this kind of educational assessment. Recognizing some of these concerns, however, is a first step in attending to their causes and effects. Subsequently, it is necessary to develop a strategy whereby the issues and problems are not only consciously appraised, but satisfactorily dealt with.

Nature of the Evaluation

The purpose of this evaluation project is to assess the effectiveness of four early childhood bilingual/bicultural curriculum models currently under development as part of the ACYF's Head Start Strategy for Spanish-Speaking Children. In particular, the evaluation is to examine:

1. the feasibility of successfully implementing the models in more than one setting;

2. the impact of each model on children, parents, and on the Head Start teaching staff; and

3. the attitudes and opinions of Head Start Staff and parents regarding the philosophy, objectives and quality of the program.

In addition, pamphlets have to be developed for transmitting the information obtained in the evaluation into a format that is useful for other parents and teachers interested in building their own bilingual/bicultural Head Start programs.

The ACYF's "RFP" or Request For Proposal mandated that an experimental evaluation design be followed. It calls for a randomized selection of students to treatment and control groups, and for pre- and post-test change measures to be administered. On-half of the target group of ninety children at each site must be randomly assigned by the evaluator to the Head Start centers implementing the curriculum model. The remaining forty-five children at each site are to serve as controls, and they will be provided with the basic health services received by all Head Start children.

First, however, it is important to remember that this evaluation is to be carried out in four phases over a three and one-half year period. The first three phases will each last for one year and the fourth will last for six months. During Phase I (October 1, 1977, to September 30, 1978), the evaluation contractors select the instruments to be used to assess impact and program quality and acceptance. They also make final recommendations on the sites where the evaluation will be carried out and collect some initial pre-test data from Head Start teachers.

As you are aware, during the months of October and November, we conducted visits to the four sites where the curriculum models are being implemented to become closely acquainted with the models and their staff members, share concerns, points of view and other relevant observations regarding the evaluation. A major goal of these visits was to initiate a cooperative working relationship with each curriculum developer, something that is critical if we are to conduct an effective and valid evaluation.

We would like to share with you some of what we have learned from the site visits, some of the issues found to be common to all models that need clarification, and some of your ideas that we will inevitably build into the evaluation.

Important Evaluation Issues

Some of the issues discussed during these site visits were the following:

A. Site Selection During their third year, the curriculum development projects will implement their respective models in Head Start centers at two additional sites. These so-called replication sites have to be selected by March 1, 1978. In addition to applying their own model-specific criteria for the selection of sites, however, there is also a need to attend to the criteria set forth in the evaluation design established by the ACYF.

Let's briefly examine and discuss some of the issues individually:

1. The availability, by Fall 1979, of a minimum of ninety four-year old children with no previous preschool experience whose families fall within the Head Start income eligibility guidelines.

   It should be of concern to both the curriculum contractors and to the evaluators the manner in which these ninety child-parent pairs are selected. Indeed, the integrity of the evaluation design - including the ability to generalize any and all results which emerge from the evaluation - is critically related to the manner in which this group is assembled. Briefly stated, these ninety child-parent pairs must be selected randomly from the general population of all such Spanish dominant, bilingual or other pertinent children with no previous preschool experience whose families fall within the Head Start income guidelines. Selection procedures which are less than random will in all probability yield a collection of child-parent pairs which are not representative of the child-parent pairs likely to be exposed to the particular curriculum model in the future. Consequently, it would be very difficult to derive, with any reasonable level of confidence, inferences regarding the effectiveness (impact, acceptance, etc.) for any collection of child-parent pairs other than those involved in the evaluation. For this reason, it would seem highly important that the child-parent pairs which are ultimately assigned to control and treatment groups be assembled via random selection processes. While the actual selection process should be random, procedures for delineating possible participants (i.e., assembling the sampling frame) should closely parallel those methods and techniques which would be used in the future to recruit participants for a Head Start-based bilingual/bicultural curriculum development effort (i.e., model).

   A common and serious concern of the curriculum contractors is the availability of such a quantity of children at a Head Start site. Also of concern is the feasibility of finding children with no previous preschool experience. They ask, "Is it possible to find such sites, and if it is possible - where?"

2. In addition to the availability, by Fall 1979, of a minimum of ninety four-year-old children with no previous preschool experience, the criteria also indicate that at least half of these children must be Spanish dominant or bilingual. A procedural approach for identifying language dominance in the children must be precisely described and defined. This means that the validity and reliability of these classifications must be verified and replicable data presented. What, however, can be used as an appropriate language profile for purposes of classification? Is there a neighborhood that has this kind of language dominance distribution? These and similar issues must be addressed.

3. A third criterion is the presence at each site of one or more Head Start centers that are willing to participate in the activities related to implementing the model. It is clear from our site visits that a center's commitment to the model's philosophy and training, and to a bilingual education philosophy is an important consideration that can seriously hinder or enhance each model's effectiveness. How can this commitment be assessed? What effect will personnel changes and attrition have? How can future child and staff attrition be predicted and minimized?

Let me return now to a crucial issue in the design - the assignment of children to treatment and control groups. All curriculum development personnel are concerned about gaining the cooperation of parents for such randomization. For example, who is going to tell the parents that their child will be excluded from the program for which their next-door neighbor has just been selected? Is random assignment in today's socially and politically aware minority ethnic communities realistic? On what basis are the children going to be randomized? Why can't the control-group kids also be in a program? How will the evaluator operationalize the randomization procedures?

To date the evaluator can only seek your assistance in responding constructively to these issues. If the evaluation is to have ultimate credibility, random assignment of children is preferred. We seek your assistance in proposing a design that meets the evaluation guidelines while it realistically attends to the constraints under which curriculum developers must function.

B. Instrumentation Among the most difficult aspects of any bilingual evaluation is the selection of appropriate tests or instruments that will provide valid and reliable measures of pupil, parent and teacher growth. The use of inappropriate standardized instruments can easily distort the intent of a program, restrict formative usefulness and provide difficult-to-interpret summative data. Consequently, it seems advisable for the models to share with the evaluators locally constructed or criteria-referenced instruments they think will fairly and accurately assess various aspects of their own curriculum model. In any case, to measure growth or change, evaluation instruments (whether norm or criteria referenced) must be selected jointly by the curriculum contractors and the evaluators. We have found in our visits that there is high agreement with the principle of finding the best fit between each program and the instruments employed.

C. Objectives How many objectives should be evaluated or assessed? It seems that the tendency in evaluations is often to include as many objectives as possible in order to get an idea of what works or doesn't work. Unfortunately, this practice has often led to spurious findings due to a reliance on a single test or task to measure gains. We have strongly suggested and recommended to the curriculum model's staff that we:

1. jointly identify the key objectives that could become the evaluation's dependent variables;

2. carefully, and again jointly, operationalize these objectives;

3. limit the number of dependent measures; and

4. not rely on a single task or test to measure variables, but instead rely on a series of perspectives to look at chosen behaviors in differing contexts and situations. For this we can use a combination of experimental, quasi-experimental and natural contexts approaches, and employ a variety of techniques to determine what behaviors the subject under study demonstrates. Moving in this direction will avoid reliance on a single test or task as a measure of competence, and will instead assume that under appropriate circumstances the child will demonstrate the appropriate capacities.

These are some of the issues which we must confront. After meeting with the curriculum contractors and relying upon the cooperation and knowledge of both them and the ACYF staff, we are confident that these and as yet other unforeseen issues can be resolved. The intent is to produce an evaluation that attends to the uniqueness of each model and tells others what its characteristics are. Simultaneously, we must attempt to satisfy the criteria of the multiple political, scholarly and educational audiences who will scrutinize and seek new knowledge as a result of our efforts.

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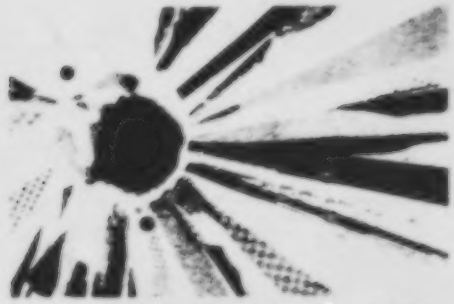
Bilingual/Bicultural CDA Staff Training



CONFERENCE PROCEEDINGS

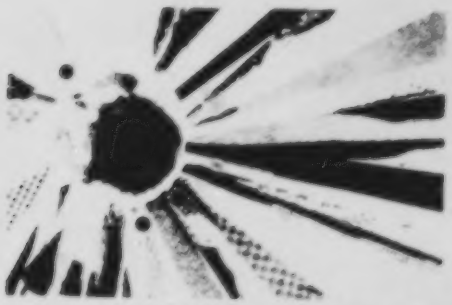
The Child Development Associate program (CDA) is a nationwide program which embodies a new concept for career preparation and credentialing of child care staff. Its basic thrust is to provide high quality training for classroom staff, thus improving the quality of preschool programs for children. Both training and credentialing are based upon a set of competencies that adults need in order to work with young children effectively.

Inherent in the implementation of bilingual/bicultural preschool curricula is the need for trained staff - fluent in the child's native language as well as knowledgeable and accepting of the child's culture. In response to this need, ACYF initiated four projects to provide competency-based training for approximately 150 classroom personnel. Replicable staff training methods which can be implemented in Head Start preschools and other child development settings have been developed through these projects.

In response to the need for qualified persons who can train bilingual/bicultural staff, ACYF also funded two bilingual/bicultural CDA trainer programs. Trainer programs have also developed replicable training models based on their work.

This section contains three major units of information relevant to the overall bilingual/bicultural CDA staff training effort: 1) an overview of CDA; 2) descriptions of both types of staff training projects as provided by the projects themselves; and 3) information on revising, evaluating and documenting competency-based curricula and training programs.

An Overview of the CDA Program



CONFERENCE PROCEEDINGS

THE CHILD DEVELOPMENT ASSOCIATE PROGRAM: AN OVERVIEW

Presented By:
Jenni Klein
Director of Educational Services, ACYF

Background

The Child Development Associate program (CDA) is a nationwide program which embodies a new concept for career preparation and credentialing of child care staff. Its basic thrust is to provide high quality training for classroom staff, thus improving the quality of preschool programs. Both training and credentialing are based on a set of competencies that adults need in order to work effectively with young children.

Those who work with young children know that the key element in any program is the staff - the adults who teach, supervise and relate to the children both individually and in groups. This is true of early childhood programs in Head Start, day care, nursery schools, public schools or any other child care setting. The best facilities, materials and curricula, the best intentions of parents, program directors and teachers cannot guarantee high quality child care or effective educational programs unless those who deal directly with the children are competent, knowledgeable and dedicated.

Many individuals who bear primary responsibility for the development and education of young children in child care programs have had insufficient preparation for the vital and complex task that they have undertaken. This lack of training and general lack of relevant standards for staff preparation merits serious concern in light of a growing recognition that a college degree by itself is no guarantee that a person possesses the competencies necessary to foster intellectual, social, physical and emotional growth in young children.

With growth of early childhood programs and public enthusiasm for such projects as Head Start, the interest in child care and early childhood education increased greatly. As a result, the demand for nursery school and day care services also increased, and the availability and quality of competent staff became a matter of growing national concern. It was in response to these needs that the concept of the Child Development Associate was developed.

Features of the Child Development Associate (CDA) Program

The Child Development Associate (CDA), represents a new

professional category. CDA's are child care [illegible]alists who have demonstrated basic competencies in assuming [illegible] responsibility for the daily activities of groups of preschool children. Demonstration of competency is a key feature. The awarding of the CDA Credential is based upon careful assessment of each candidate's ability to work effectively with young children.

The CDA program is made up of several components:

1. A List of Competencies These are the foundations for the development of both training and assessment.

2. Training The goal of CDA training is to foster acquisition of the CDA competencies. Training is primarily concerned with what individuals need to know and do when working with young children. Each aspect of the training, field work and academic work is directly related to the CDA competencies. Training must include 50% supervised field work, and must be flexible to suit individual learning styles. At present, approximately four thousand Head Start staff members are in CDA Supplementary Training Programs. Many junior and four-year colleges have incorporated the CDA program into their child care training.

3. The Assessment and Credentialing System The CDA assessment and credentialing system has been developed by the CDA Consortium. The CDA Consortium is a private, non-profit corporation made up of national professional associations. At present, two thousand CDA's have been credentialed and the Consortium is planning to assess over three thousand more this year.

The CDA Competencies

Competencies for the Child Development Associate fall into the following six broad areas that are believed to be necessary for staff working in a comprehensive developmental program for preschoolers:

1. Setting up a safe and healthy learning environment;

2. Advancing physical and intellectual competence;

3. Building positive self-concept and individual strength;

4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment;

5. Bringing about optimal coordination of home and center child rearing practices and expectations; and

6. Carrying out supplementary responsibilities related to the children's programs.

Additional competencies required for staff working with bilingual/bicultural children are:

7. Comprehending and communicating with children and adults in both Spanish and English.

8. Supporting the child's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

Within each of these categories there are numerous specific skills or competencies which each CDA must acquire. The competencies are stated broadly and can be used as a framework for training and staff development that reflects the particular needs and preferences of local programs.

In addition to the knowledge and experience that are essential components of "educational competencies", it is essential that the people who teach young children have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood.

- To be sensitive to children's feelings and the qualities of young thinking

- To be ready to listen to children in order to understand their meanings

- To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children

- To be able to protect orderliness without sacrificing spontaneity and child-like exuberance

- To be perceptive of individuality and make positive use of individual differences within the child group

- To be able to exercise control without being threatening

- To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures

- To bring humor and imaginativeness into the group situation

- To feel committed to maximizing the child's and his family's strengths and potentials

Summary

The CDA effort has and will continue to produce significant improvements in the quality of programs for preschool children. Through it, we are reaching the key to improvement - the staff.

I am pleased that through the Head Start Strategy for Spanish-Speaking Children we are expanding our understanding of "what it takes" to provide quality early childhood programs. When program participants exhibit linguistic and cultural differences, good early childhood programs are bilingual/multicultural in nature. I therefore welcome and encourage all efforts being made to recognize, develop and refine the special skills needed by persons in these settings.

BILINGUAL/BICULTURAL CDA CREDENTIALING

Presented By:
Graciela C. Keane
CDA Consortium

Ha sido un gusto muy grande asistir a esta conferencia y tener la oportunidad de intercambiar ideas y aprender sombre los proyectos bilingues biculturales.

It has been a great pleasure to be here and to have the opportunity to participate in this conference. I have enjoyed exchanging ideas with all of you and having a chance to learn from you about your many interesting bilingual/bicultural projects.

To begin my presentation, I would like to briefly review with you the structure and function of the Child Development Associate Consortium (CDAC).

The Consortium is made up of thirty-nine professional organizations such as the American Association of Elementary/Kindergarten/Nursery Educators, the Black Child Development Institute, The American Optometric Association, American Psychological Association, etc. There is a representative from each organization, and there is a sixteen-member Board of Directors. The second element of the Consortium is a corporation. This is a private, non-profit organization. Technically, the Executive Office of CDAC is the corporation. Under the corporation there are three main offices: the Office of Administration, the Office of Candidate Services and the Office of Field Services. The Executive Director and the directors of the three offices make up the management team.

The primary role of the Consortium is to bring together the thinking and interest of a variety of groups in an effort to upgrade the quality of care provided to children through child development centers. The Consortium's focus is on personnel working with these children.

The Consortium has several functions. Two of its major tasks are:

1. to implement a performance-based assessment system specific to the competence needed by individuals working with three- to five-year-old children in early childhood centers; and

2. to award a CDA credential to individuals who have been assessed as competent.

I would like to take this opportunity to emphasize the fact that there are a number of components associated with "CDA".

The training component and the credentialing component are essential parts of the overall CDA effort. However, they consist of two different sets of activities carried out by different groups. CDA training is provided by many projects and educational institutions throughout the country for Head Start and other child care staff.

The Consortium, however, is not funded to provide CDA training. Instead, the Consortium is primarily concerned with the credentialing component, and for the past five years has had sole responsibility for credentialing CDA's.

The core of the Consortium's CDA credentialing process is the Credentialing Assessment System (CAS). To review and clarify, the CAS consists of six basic phases or stages. In summary they are:

1. Pre-Entry Process In this phase, the Consortium provides information about the CDA credential to any person, institution or agency requesting it. Any interested individual may submit an Enrollment Form to the Consortium. If eligible, that individual is sent an application package by the Consortium. In order to complete the application form, the individual chooses two members of the Local Assessment Team (LAT).

2. Intake and Initial Assessment Activity In this phase, the Consortium receives application materials from potential candidates. If the applicant meets eligibility requirements, the application is accepted and checked, and the individual becomes a CDA Candidate. The Consortium then sends instructions and materials to the Candidate, so that she or he and the other two LAT members may begin to collect assessment data.

3. Candidate Readiness When LAT members have completed their assignments, they notify the Consortium. The Consortium then assigns the fourth member to the Local Assessment Team, the Consortium Representative.

4. Team Assessment In this phase, the CDA Consortium Representative observes and interviews the Candidate. Then the entire assessment team meets to study and discuss the collected materials about the Candidate. The meeting concludes with a recommendation to the CDA Consortium either to award or to deny the credential.

5. Award The Consortium reviews the Local Assessment Team recommendation and examines the assessment materials. If the LAT recommends awarding the credential, and the materials are properly completed,

and if there is verification that the procedures have been followed, the Consortium ratifies the LAT's recommendation and awards the CDA credential. If the LAT recommendation is to deny the credential, the CDAC formally notifies the Candidate of the denial.

6. Post-Award Activity Follow-up activities in this phase include the recording of credentialied CDA's on an official roster.

At present there exists some confusion as to the terminology used relating to this credentialing process. The CDAC is presently revising its terms and their definitions in order to simplify and clarify the process.

I would like to mention that the CDA credential as well as the credentialing process has, to this point, focused specifically on the basic set of six CDA core competencies. These, however, do not specifically incorporate the additional skills and knowledge needed by persons working in bilingual/multicultural early childhood settings.

As you know, the differences in the Spanish language are many even within one country. If to this you add accents and styles from many other countries and regions, we have a very complex picture. This diversity has added to the difficulty of establishing a bilingual/bicultural credential.

Nevertheless, CDAC is committed to implementing the first steps toward the existence of an experimental bilingual/bilingual credential for 1978. Development of a bilingual/bicultural assessment system will prepare us to absorb the large number of bilingual assessments anticipated during 1978. A group of persons knowledgeable in bilingual/bicultural preschool child development is presently assisting CDAC with the development of an experimental assessment system for credentialing potential bilingual/bicultural CDA's. Information obtained from the bilingual/bicultural staff training projects funded under ACYF is also being considered as we develop this experimental system.

I would like to tell you about an incident in my life that I find very meaningful. Last year, while working as Head Teacher and Administrative Assistant in a Day Care Center in the Latino area of Washington, D.C., I was having a conversation with one of the parents in my classroom. He said to me, "I understand you have an M.A. in education - What are you doing here, wasting your time, working with these little children?" I looked at him and said, "If you think looking after your child is a waste of my time, you're right - I shouldn't be here."

This incident, I find, speaks of the critical times we are living, in trying to provide good quality day care. CDA is only one of the efforts toward increasing quality of preschool programs. But it is not going to happen if we do not make it happen.

Bilingual/Bicultural CDA Staff Training Projects

CONFERENCE PROCEEDINGS

OUR LADY OF THE LAKE
BILINGUAL/BICULTURAL CDA TRAINING PROJECT

Presented By:
Yolanda Molina

The Bilingual/Bicultural CDA Training Project at Our Lady of the Lake University developed a bilingual/bicultural CDA teacher training model based upon identified critical needs of the trainees selected to participate in the project. An identified critical needs model was selected because the specific needs of the bilingual/bicultural CDA population had not been addressed in previous CDA training programs. Previous programs addressed themselves to the six general CDA competencies. With the addition of two bilingual/bicultural competencies and with the integration of these competencies into the existing six competencies, new needs were identified. The bilingual/bicultural CDA population from which the trainees were selected represented a rather unique group. Most are from a barrio, with socioeconomic needs, cultural values and attitudes, educational backgrounds and attitudes toward learning that must be considered in designing and implementing a training program.

Once a critical needs model was determined, procedures were implemented to identify the specific needs of the group and each individual trainee. First, an observational competency checklist was designed based upon the six regular CDA competencies. Secondly, the checklist was administered by each trainee, the project trainers and local Head Start education staff. The results of the checklist assessment revealed the following needs:

1. more effective observational skills;
2. strategies for designing and planning a curriculum that meets the needs of bilingual/bicultural children;
3. a more positive self-concept in trainees;
4. strategies for designing a learning environment that maximizes learning in young children;
5. techniques for creating a culturally relevant learning environment;
6. knowledge about how young children grow and develop in significant areas of child development (language, motor, social, perceptual-cognitive, self-help);

7. techniques for improving communication and cooperativeness among staff;

8. strategies for working more effectively with parents; and

9. proficiency in Spanish language in order to more effectively work with bilingual/bicultural children.

As a result of the identified critical needs of the group, specific strategies for meeting these needs were determined. They are as follows:

1. On-site Instruction Trainers work directly with trainees in their classroom situations with instruction being individualized according to the needs of each trainee. Video taping of specific activities provides a framework for helping trainees recognize problem areas and develop the ability to evaluate their own progress. Both the trainer and trainee critique each videotape. On-site group workshops foster cooperativeness and help the trainees to benefit from the strengths of each other.

2. Coordinated Academic Instruction Academic instruction conducted at the University provides the knowledge base upon which the trainees continue to build new competencies and skills. All academic content is based upon the identified needs of the group and is coordinated with the on-site instruction. For example, if a particular need arises on-site, this is immediately incorporated into the content of the academic instruction. Also, content covered in class is reinforced by the trainers as they work on-site. Daily debriefing sessions keep all staff members abreast of the progress and needs of each trainee. Two of the trainers are also academic instructors and make the academic instruction relevant to the needs of the trainee. Individual participation during class is maximized through individual assignments, small group activities, large group discussions, and questioning techniques which draw information from the trainee's background of experiences.

3. Supplementary Resources In order to more effectively meet the needs of individual trainees, various resources are made available.

a. The University Media Learning Center provides the trainees with the opportunity to listen to or view specific audiotapes, films, videotapes, filmstrips and slide presentations according to their needs. These activities are then reviewed and discussed with the academic instructor and trainer. Blocks of time are also made available for the trainees to practice listening and speaking the Spanish and English languages.

b. The Harry Jersig Speech and Hearing Center services are available to any trainee in need of speech or hearing evaluation and/or therapy.

c. The university Laboratory Kindergarten facilities are available to the trainees for training and teaching experience.

d. The university Reading Laboratory services are available to trainees in need of improving their reading skills.

e. A material resource room is available to the trainees for designing and making classroom instructional materials.

f. The Mexican Cultural Institute provides instruction in Mexican dance, music and art.

g. The university library resources are available to the trainees for research and study.

h. Individualized tutoring is available to any trainee who needs this service.

i. Free baby sitting services are provided by early childhood graduate students for CDA trainees who cannot attend academic experiences because of a lack of child care for their children.

4. Guidance Counseling Initial observations and assessment of the trainees revealed a need for counseling services that would provide guidance and support for the many anxieties the trainees were experiencing at home and at work. Individual, small group and family counseling was provided each trainee during the period of the project. Crisis intervention was provided as needed for

individuals and groups. Strict counselor-client confidentiality was maintained; however, counselor-trainer dialogue gave insight into effective techniques for working with particular trainees.

A review of existing CDA curriculum models and observations of CDA trainees in San Antonio Head Start and Day Care centers revealed a mismatch between the trainee's needs and existing CDA training curriculums. There were no curriculum models designed specifically for a bilingual/bicultural population and most materials were beyond the academic entry level of the San Antonio trainees. The strategies for implementing the critical needs model also required curriculum modules that could be integrated into academic instruction and on-site instruction.

The following modules were developed to complement the identified needs of the San Antonio trainees and the strategies for implementing the critical needs model. More detailed descriptions of each competency addressed in the module are attached.

I. Observation Module — Competency II - Advance Physical and Intellectual Competence, and Bilingual/Bicultural Competencies VII and VIII.

II. Self-Concept Module — Competency III - Build Positive Self-Concept and Individual Strength, and Bilingual/Bicultural Competencies VII and VIII.

III. Planning Module — Competency II - Advance Physical and Intellectual Competence, and Bilingual/Bicultural Competencies VII and VIII.

IV. Creating A Culturally Relevant Environment

Competency I - Set Up and Maintain a Safe and Healthy Learning Environment, and Bilingual Competencies VII and VIII.

V. Social Development, Motor Development, Language Development, Cognitive Development, Self-Help Development

Competency II - Advance Physical and Intellectual Competence, and Bilingual/Bicultural Competencies VII and VIII.

VI. Classroom Management Module

Competency VI - Orgainize and Sustain the Positive Functioning of Children and Adults in a Group in a Learning Environment.

VII. Parent and Teachers Planning and Working Together Module

Competency V - Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations.

VIII. Juegos-Cuentos-Rimas y Cantos Module

Competency VII - Comprehending and Communicating with Children and Adults in Both Spanish and English, and Competency VIII - Supporting the Child's Ethnic and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities.

IX. Artesanias — Competencies VII and VIII.

X. Cooking with Children - Teaching Concepts to Young Children Through Cultural Cooking Experiences

Competency II - Advance Physical and Intellectual Competence, and Bilingual/Bicultural Competencies VII and VIII.

COMPETENCIES FOR BILINGUAL/BICULTURAL CDA TRAINEES -
OUR LADY OF THE LAKE B/B CDA TRAINING PROJECT

I. Setting up and Maintaining a Safe and Healthy Learning Environment

A. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play,etc.

B. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children.

C. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

D. Arrange the setting to allow for active movement as well as quiet engagement.

E. Take preventive measures against hazards to physical safety.

F. Keep light,air and heat conditions at best possible levels.

G. Establish a planned sequence of active and quiet periods of balanced indoor and outdoor activities.

H. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or to make use of special educational opportunities.

I. Recognize unusual behavior or symptoms which may indicate a need for health care.

II. Advancing Physical and Intellectual Competence

A. Use the kind of materials, activities and experiences that: encourage exploring, experimenting, questions; and help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

B. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.

C. Increase knowledge of things in their world by stimulating observations and providing for manipulative-constructive activities.

D. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

E. Work gradually toward recognition of the symbols for designating words and numbers.

F. Promote cognitive prower by stimulating children to organize their experiences (as it occurs incidentally or pre-planned for them) in terms of: relationships and conceptual dimensions; classes of objects, similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship, casuality.

G. Provide varied opportunites for children's active participation, independent choices, experimentations and problem-solving within the context of a structured, organized setting and program.

H. Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

I. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching for answers and reviewing the outcomes of experience.

J. Support expressive activities by providing a variety of creative media and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

K. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program: giving time, space, necessary materials and guidance in accord with its importance for deepening and clarifying thought and feeling in early childhood.

L. Extend children's knowledge through direct and vicarious experience of how things work, of what animals and plants need to live, and of basic work processes necessary for everyday living.

M. Acquaint children with the people who keep things functioning in their immediate environment.

III. Building Positive Self-Concept and Individual Strength

A. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl, as a member of his family and ethnic group, and as a competent individual with a place in the child's community.

B. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation in terms of the child's actual behavior.

C. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.

D. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods, and by maintaining flexible, progressive expectations.

E. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.

F. Be able to assess special needs of individual children and call in specialist help where necessary.

G. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success, and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

H. Assess levels of accomplishment for the individual child against the background of norms of attainment of a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.

IV. Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment

A. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

B. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative - love, sympathy, enthusiasm, pain, frustration, loneliness or anger.

C. Establish a reasonable system of limits, rules and regulation to be understood, honored and protected by both children and adults appropriate to the stage of development.

D. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as a resource for the educational program.

V. Bringing About Optimal Coordination of Home and Center Child-rearing Practices and Expectations

A. Incorporate important elements of the cultural backgrounds of the families being served (food, language, music, holidays, etc.,) into the children's program in order to offer them continuity between home and center settings at this early stage of development.

B. Establish relationships with parents that facilitate the the free flow of information about their children's lives inside and outside the center.

C. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

D. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

E. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the program.

VI. Carrying Out Supplementary Responsibilities Related to the Children's Program

A. Make observations on the growth and development of individual children and changes in group behavior (formally or informally, verbally or in writing) and share this information with other staff involved in the program.

B. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children, or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

C. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safe-guarding health and safety, and transmitting needs for efficient functioning to the responsible staff member or consultant.

VII. Comprehending and Communicating With Children and Adults in Both Spanish and English

A. Demonstrate ability to read, write and speak in Spanish.

B. Understand and accept the regional Spanish dialect spoken by the adults and the children.

C. Be sensitive, accepting and understanding of the cultural connotations of the Spanish language.

D. Promote the development of the child's first language.

E. Facilitate the learning of the second language.

F. Recognize the importance of the child's native language and cultural experiences in the child's conceptualization process.

G. Expand the child's conceptual development by validating and expanding on cultural experiences the child relates to.

H. Be able to select, develop and/or adapt curriculum materials and program activities in Spanish.

I. Utilize observation techniques for determining the child's primary and secondary language development.

VIII. Supporting the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities

A. Provide cultural experiences in the daily program.

B. Understand characteristics of Spanish-speaking families and incorporate them into program activities.

C. Understand, have appreciation of and respect for the cultural values of child-rearing practices considered important by Spanish-speaking families.

D. Develop and implement child-centered activities unique to the child's cultural background.

E. Utilize the community and the family as resources for the program.

F. Be able to recognize learning styles and familial socialization patterns of Spanish-speaking children and use these as the basis for program planning.

THE BILINGUAL/BICULTURAL CHILD DEVELOPMENT ASSOCIATE PROJECT: A MECHANISM FOR PROVIDING COMPETENCY-BASED TEACHER TRAINING

Presented By:
Steve DelCastillo, Project Director
Julie Finn, Project Field Supervisor
Margaret Soto, Project Field Supervisor

History and Philosophy of the Training Project

The Bilingual/Bicultural CDA Project of the Metropolitan State College (MSC), Denver, Colorado, was funded in July, 1975, to train thirty-five Head Start staff in the areas of early childhood education and bilingual/bicultural (B/B) education through a competency-based approach that was consistent with the CDA philosophy as well as to develop a replicable training and curriculum model.

The administration of the Project proceeded with departmental status at MSC. Consequently, the Project received wide visibility as an innovative endeavor that has begun to influence the curricular philosophy of chief MSC administrators.

The training component embraced a competency-based philosophy that included the following: 1) academic experiences; 2) field experiences; and 3) the integration of academic and field experiences. The academic experiences consisted of college courses that existed within the regular curriculum, or that were specifically designed to meet the unique needs of the Bilingual/Bicultural CDA trainee. The field experiences involved the observation of each trainee by a B/B CDA trainer. The trainer, who has experience in bilingual/bicultural early childhood education, observed and evaluated the trainee as she performed in the classroom. The intent was to provide feedback on the strengths and weaknesses perceived by the trainer. The integration of the academic and field experiences is intended to be a process whereby the trainee conceptualizes and internalizes relationships between theory and practice. The ability to apply these processes in a variety of contexts is the ultimate test of this skill.

The addition of two competencies that dealt with developing and/or maintaining proficiency in the Spanish language as well as awareness and sensitivity to the child's culture were actually those that set the B/B CDA Project apart from other CDA efforts. In order to individualize training for each trainee, an entry-level assessment was conducted in the areas of early childhood education, bilingual/bicultural education, Spanish language proficiency and awareness of the Mexican (Chicano) culture. The exit-level assessment took place prior to the local assessment team (LAT) meeting.

Since 1977-78 represents the terminal funding year, three major objectives have evolved: 1) the preparation of the trainees for the LAT; 2) the field testing and subsequent revision of the curriculum; and 3) the development and implementation of a continuation plan beyond the pilot stage.

In addition to the academic courses taken and the observation and feedback given to the trainees, each trainee is required to participate in two other types of training sessions. These are the seminars and city-wide inservices.

The seminars, which occur bi-monthly, are planned for optimal learning by making them relevant to the CDA credentialing process. Planning for seminars is a team endeavor involving the Project Director and the two Field Trainers. The planning sessions are geared for sharing ideas and materials as well as discussing new and innovative training approaches and techniques.

The seminars are planned for maximum participation by the trainees. Thus far, this approach has provided trainees with the opportunity to share and discuss their understanding of the CDA competencies and the functional areas through small and large groups. Materials are developed that reflect an emphasis on competencies and functional areas. A wrap-up time at the end of each session is essential to provide feedback to the trainees.

An on-site follow-up by the Field Trainers provides for individual feedback as well as personal needs and successes. Trainees have been most helpful by helping the Project in preparation of seminars through their feedback.

The city-wide inservice sessions are those that Denver Head Start provides once a month for all teachers. The B/B CDA trainees have an extensive group, where we undertake Phase II of the curriculum. Thinking, speaking, reading and writing in Spanish are essential ingredients. Cultural appreciation and pride is of essence. The trainees appear to be especially interested in this area. Follow-up on an individual basis is also done.

Curriculum Development for the Training Model

When MSC began its B/B CDA Project, a regular CDA program was already in existence at a community college in Denver. This program had developed six curriculum books which were designed to be used más o menos as textbooks in academic classes. Because these books were available, the MSC B/B CDA Project used them and supplemented them with bilingual and bicultural materials and training sessions.

Soon, however, it became obvious that such an arrangement

was insufficient in terms of the B/B CDA Project goals since:

1. We needed to formally address the bilingual and bicultural competencies as defined by the CDA Consortium.

2. We needed to have the bilingual and bicultural components integrated throughout the curriculum - not attached as a separate entity.

3. We needed to more clearly and positively respond to the children, families, community and trainees served by the program.

4. We needed to eliminate an inordinate amount of overlap and repetition in the existing books.

5. We needed to focus on uplifting the personal and professional sense of self-worth of the thirty-five trainees in our program.

6. We needed to strengthen specific areas relating to early childhood education, bilingual/bicultural education, research, lesson planning, other models, Mexican-American history, Mexican foods, music, etc.

At the end of the first Project year, a team of six Head Start personnel with combined backgrounds and expertise in ECE and bilingual/bicultural education was hired to develop a packet comprised of seven booklets which reflected an effort to integrate bilingual/bicultural education concepts and techniques with early childhood education.

This wasn't enough. This past year (1976-77) an entirely new curriculum was written and compiled by the Project staff. We followed this organization:

1. We determined a general outline which would focus on three phases of curriculum: ECE and trainee development; language acquisition and culture; and integration of both.

2. We determined specific content areas (unidades) necessary and desirable for each phase.

3. We determined the format which would be used throughout the curriculum in each unidad.

4. Then, we wrote.

The final product consists of seventeen books which we believe are:

1. supplementary to each other;
2. relevant to trainees, both professionally and personally;
3. flexible in their application by individuals with varying degrees of work and academic experience;
4. compatible with MSC academic courses in ECE, Chicano Studies, B/B Education, etc.; and
5. readable and reflective of a balance of theoretical information and practical ideas.

Field Testing the Curriculum

During the third year of the Project, there will be a field test of the curriculum. The purpose of the field testing is to evaluate and revise the curriculum. The field test will be a short methodological evaluation using empirical and academic processes. The methods to be utilized will include: 1) the involvement of the trainers and outside consultants; and 2) the implementation of evaluation techniques such as questionnaires, observation instruments and written feedback.

Organization of the Training Curriculum Model

The curriculum is organized into three curriculum phases:

I. Early Childhood Education and B/B CDA Trainee Development

II. Language Acquisition and Culture

III. Integration Workbook

These three phases are described more specifically in the outline that follows.

I. Early Childhood Education — Seven Books

A. B/B CDA Trainee Development

B. Definition, History, and Research in Child Growth and Development and Early Childhood Education

C. Learning Theories and Personality Development

D. Unit and Lesson Plan Development

E. Observing and Managing: The Learning Environment, The Individual and The Total Group

F. Compensatory Programs and Early Childhood Education Models

G. The Young Exceptional Child and the Early Childhood Curriculum

II. Language Acquisition and Culture - Nine Books

A. Mi Cultura

B. Quien Soy Yo

C. Mi Familia

D. Mi Idioma

E. Mi Herencia - Historia

F. Mi Musica

G. Arte y Artesania

H. Mi Comida

I. Una Fiesta Navideña

III. The Integration Packet - Seven Books

A. Introducation and General Program Information

B. Consciencia de Si Mismo

C. La Familia

D. Nuestro Medio Ambiente

E. Las Fiestas

F. El Arte del Lenguaje

G. Para Los Padres

The seven books within the Integration Phase were selected on the basis of three criteria:

1. have not been approached before from a bilingual/ bicultural standpoint;
2. have not been sufficiently included before in an early childhood curriculum; and
3. are especially appropriate for use with parents in the classroom and at home.

Each of the booklets covers the following areas which are found in most early childhood classrooms:

1. music;
2. body movement;
3. flannel stories;
4. science;
5. arithmetic;
6. blocks;
7. art;
8. dramatic play;
9. outdoor activities; and
10. language arts.

The format of each consists of nine secciones. They are:

1. ¿Por que? - rationale;
2. ¿Puede usted? - relevant CDA competencies;
3. ¿Sabe usted? - learning objectives;
4. Empecemos - "mindset" activity;
5. El contenido - content information;

6. Para usted - learning activities for adult (individual and group);

7. Para los ninos - learning activities for work with children (group and individual);

8. Repasemos - summarizing process; and

9. ¿Donde hallar? - resources and supplemental materials.

The final curriculum product to be field-tested consists of a total of seventeen books which are:

1. supplementary to each other;

2. relevant to trainees, both personally and professionally;

3. flexible in their application by individuals who have had a variety of work, academic and life experiences;

4. compatible with MSC academic courses in ECE, Chicano Studies, B/B Education, Spanish, etc.; and

5. readable and reflective of a balance between theoretical information and practical ideas.

THE RUTGERS BILINGUAL/BICULTURAL CDA TRAINING PROJECT: A STRUCTURAL MODEL

IRES Institute - Rutgers University

Presented By:
Frieda C. Rosner

The Rutgers University CDA Training Project is a preschool, bilingual/bicultural education project whose objectives were two-fold. A replicable model was to be designed within the framework of a basic commitment to dual cultural competencies, and actual training of CDA Trainers and Trainees was to be implemented.

The planning, development and field-testing of this paired-training model has provided us with information regarding constraints, limitations, needed resources and effectiveness of the model-in-action. While gaps between what is and what we hoped for are apparent, the evidence supports the usefulness of the plan as designed, and argues for continued field-testing and evaluation. The cost effectiveness aspects are self-evident. At the end of the funding period, a corps of trained trainers, capable of perpetuating the training will remain. Moreover, the project will have enhanced the professional skills of the preschool personnel. Most important, the lives of young children caught in cultural transition and conflict will have been benefited.

Paired-training involves provision for two overlapping levels of competency. Competencies required of CDA trainers include leadership and supervisory skills in assisting preschool personnel to implement bilingual/bicultural programs. The knowledge and skills required of CDA trainees include early childhood education and child development, a bilingual/bicultural philosophy, materials, curriculum development and techniques. In addition, skills in intercultural communication are essential. Sensitivity and awareness of one's role in this intercultural communication process are expected outcomes of this project. The social-emotional, as well as cognitive aspects of child growth are addressed in the training of CDA competencies. Leadership skills are also emphasized.

The population affected by trainers and trainees is comprised of 150 children. They range in age from three to four and one-half years, and 40% are Spanish-speaking. They attend preschools located in two areas of New Jersey: the Latin American Day Care Center located in Paterson, in which there are two CDA candidates and one trainer; and eleven preschool sites located in Newark, New Jersey, operated by the Newark Preschool Council. Four trainers and seven CDA

trainees were selected for training at these eleven sites. The language preference of those recruited is Spanish, although all are bilingual. They represent a broad range of educational background experiences. The five selected as potential trainers of CDA candidates hold a Bachelor's Degree. Both CDA candidates and trainers have received academic and field-based experiences. The application of theory to practice and the importance of the community component are emphasized throughout the training.

In the presentation to follow, a schematic representation will introduce the model developed in this project. The project's strengths and weaknesses during Years 1 and 2 will be reviewed. Plans and projections for Year 3 will be set forth. Concerns regarding the feasibility of model replication will be shared.

The model presented will emphasize the major goals. The steps in goal implementation will provide a sequential program for successful replication.

Materials Distributed

Schematic Representation of Rutgers CDA Model (attached).

Obstacles, Problems, Constraints Cited

1. additional resources needed (personnel, budget) - trainer time limited, over-burdened;
2. geographic "clustering" of centers necessary;
3. release-time for in-service training and the establishment of communication;
4. accessibility of trainers to other program personnel - pairing has not been a reality;
5. need Anglo, as well as Spanish models, teamed;
6. need to provide parent materials to link school and home;
7. culture of non-competition in a highly competitive society;

8. low self-esteem of candidates - they give up easily;

9. academic orientation beginning where the candidates are;

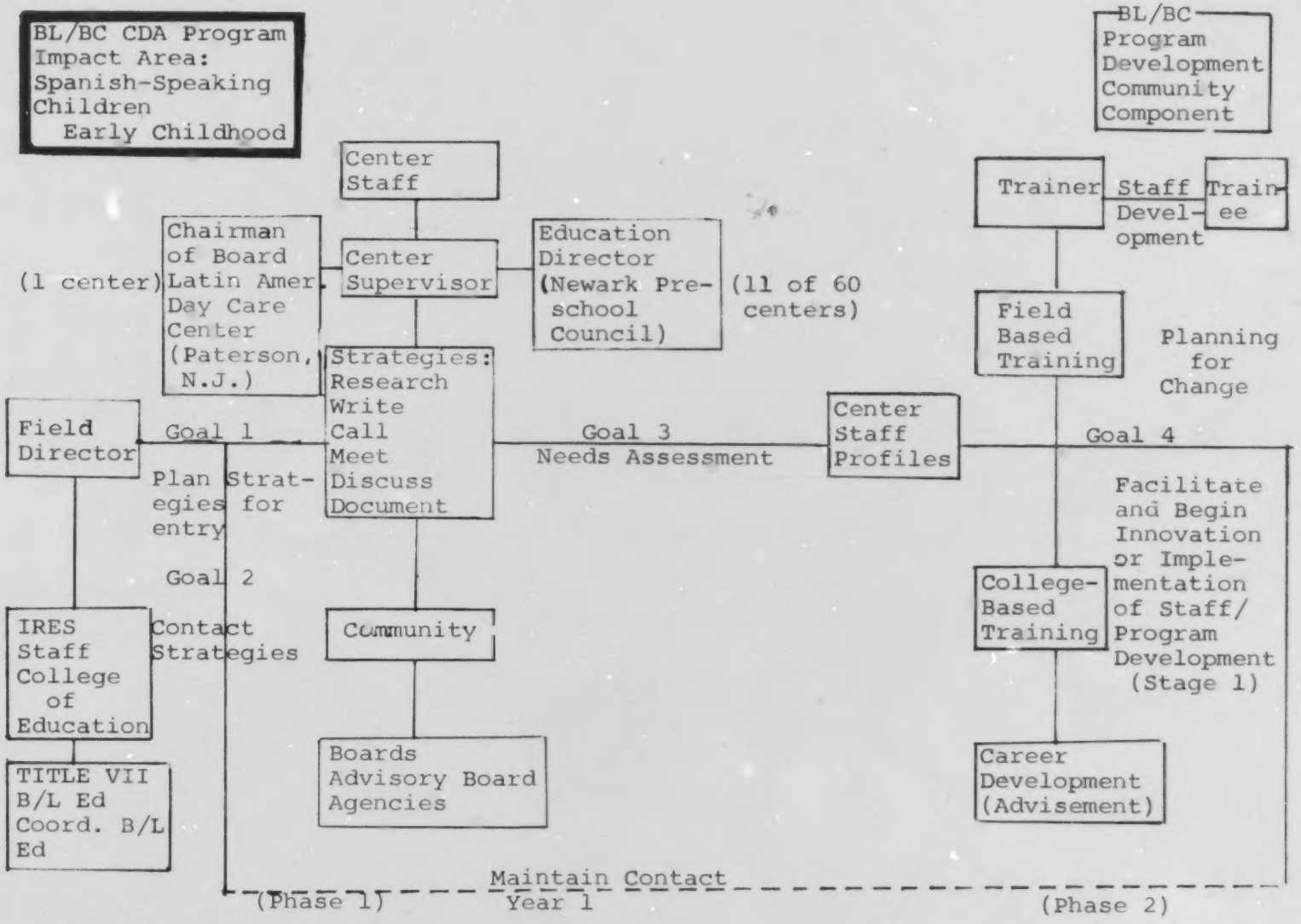
10. need for highly individualized training;

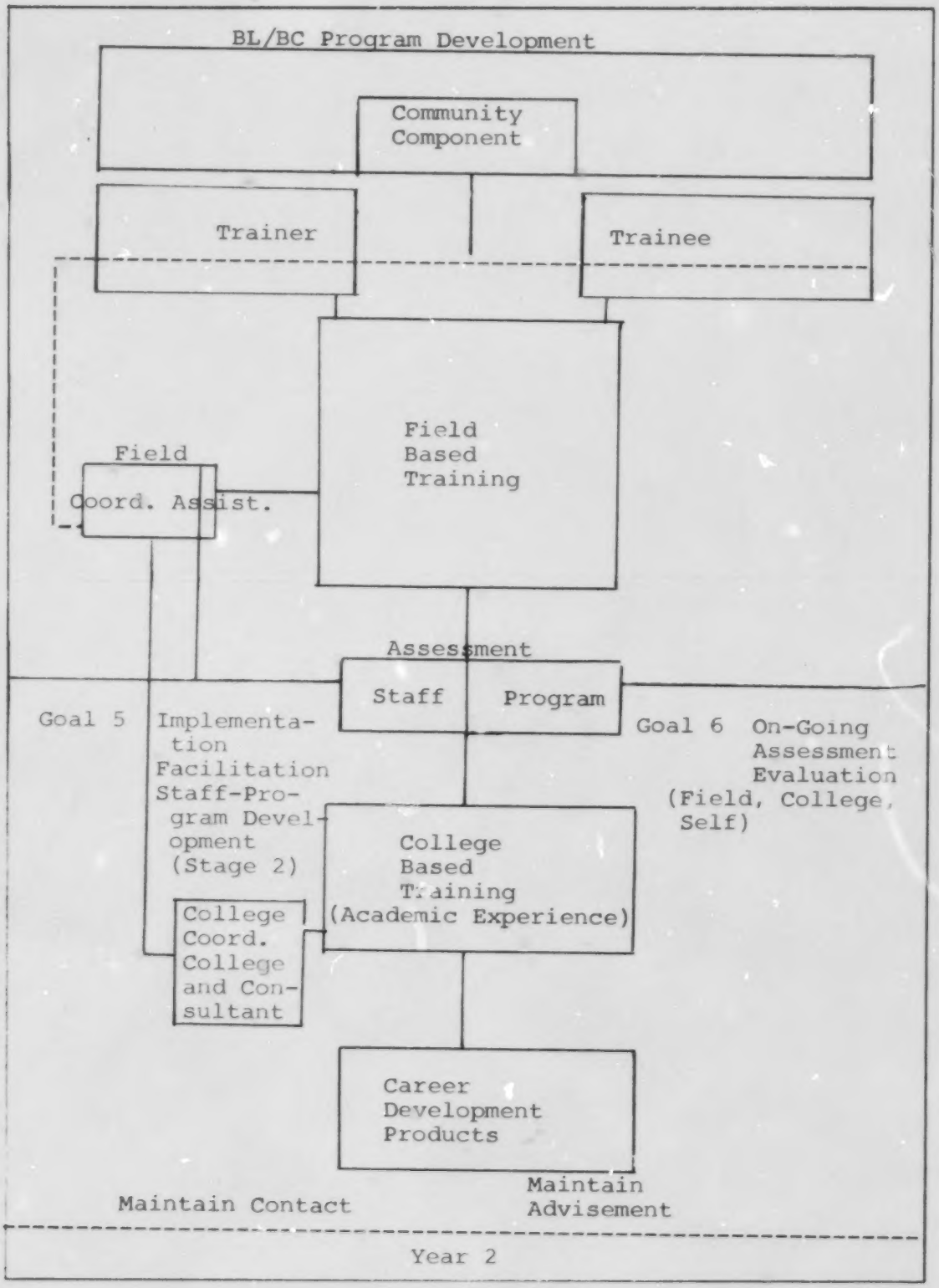
11. need for multiple teaching models - there are many teaching styles;

12. development of skills of articulation - ability to provide rationale for what they are doing;

13. need for objective rating scales for assessing regular progress of trainees and trainers; and

14. need for budgeting for college-based staff.


BL/BC CDA Program Impact Area: Spanish-Speaking Children Early Childhood
BL/BC Program Development Community Component
Center Staff
Trainer
Staff Development
Trainee
Chairman of Board Latin Amer. Day Care Center (Paterson, N.J.)
(1 center)
Center Supervisor
Education Director (Newark Preschool Council)
(11 of 60 centers)
Field Based Training
Planning for Change
Strategies: Research Write Call Meet Discuss Document
Field Director
Goal 1
Plan Strategies for entry
Goal 3
Needs Assessment
Center Staff Profiles
Goal 4
Facilitate and Begin Innovation or Implementation of Staff/ Program Development (Stage 1)
Goal 2
Contact Strategies
IRES Staff College of Education
Community
College-Based Training
TITLE VII B/L Ed Coord. B/L Ed
Boards Advisory Board Agencies
Career Development (Advisement)
Maintain Contact
(Phase 1)
Year 1
(Phase 2)


BL/BC Program Development
Community Component
Trainer
Trainee
Field Based Training
Field Coord. Assist.
Assessment
Staff
Program
Goal 5
Implementation Facilitation Staff-Program Development (Stage 2)
Goal 6
On-Going Assessment Evaluation (Field, College, Self)
College Based Training (Academic Experience)
College Coord. College and Consultant
Career Development Products
Maintain Contact
Maintain Advisement
Year 2

BILINGUAL/BICULTURAL CHILD DEVELOPMENT ASSOCIATE
TRAINING PROGRAM: TEXAS A&I UNIVERSITY

Presented By:
Robert Medrano, CDA Director

Educational research has shown the importance of early childhood education. It has also shown the need for competent child caregivers. The educational needs of non-English speaking children are many and complex. Therefore the need for qualified bilingual/bicultural child caregivers is essential to the meeting of the non-English speakers' needs.

Research has revealed that most non-English speaking children possess intellectual, social and affective strengths that are different from most English-speaking children, and that they benefit from educational programs that build upon their strengths through development of the child's self-awareness, self-esteem and cultural pride.

The Texas A&I Bilingual/Bicultural Child Development Training Program is a competency-based early childhood training program for teachers and assistant teachers who work with bilingual and monolingual Spanish-speaking children. The Program emphasizes skills which all teachers working in bilingual/bicultural programs should possess. The approach is bilingual, with materials being presented in both Spanish and English.

The effectiveness of Program materials has not been evaluated at every step of the development process (i.e., design test, pilot test and field test). Evaluations at the pilot test and field test stages have yet to be completed, and appropriate changes and improvements need to be made in the curriculum.

The Bilingual/Bicultural CDA Program is part of the Texas A&I University's total effort to serve the total community, with the initial focus upon specific segments of the population of South Texas.

Curriculum Description

The Bilingual/Bicultural CDA Training Program is aimed at increasing the CDA candidate's knowledge and skills in a wide range of content areas, and at the overall goal of helping the CDA candidate become more responsive to the needs of Spanish-speaking children. Each of the eighteen modules contribute to the total preparation of the candidate in early childhood education.

In conceptualizing and organizing the curriculum we were concerned with many facets of development. We therefore developed a curriculum with the following characteristics:

1. Audio-Visual Each of the eighteen modules contains filmstrips, audio tapes, narratives, charts and learning tasks by which the CDA candidate has varied experiences in learning.

2. Competency-Based The candidates will be able to demonstrate mastery of various skills such as identification, diagnosis, prescription, implementation and assessment in each of the eighteen modules of the curriculum.

3. Self-paced Auto-tutorial The candidates will progress through the curriculum at their own pace of learning. Most of the responsibility for learning the material will be placed on the individual trainees.

4. Individually-prescribed Instruction The fact that the curriculum consists of modules will allow the candidate to first work on the module or modules which address themselves to the most immediate needs. Not all trainees will be working on the same module at the same time.

5. Built-in Assessment Instruments There will be different kinds of instruments to assess the trainees' immediate needs, to assess the level of competence and to assess the mastery of content areas. The candidate's rate of progress and attitudes towards materials will also be measured.

6. Bilingual/Bicultural Curriculum materials will be available in both Spanish and English. The teaching strategies in each of the modules, when appropriate, will be bilingual/bicultural in nature. Special attention will also be given to cognitive styles.

7. Re-cycle Process The curriculum will have learning activities by which a candidate may re-cycle if competency is not accomplished through the first cycle of activities. If necessary, there is a third cycle of learning activities for each of the eighteen modules.

The curriculum is organized into eighteen modules. The thirteen functional areas form the basis for the modules.

The modules contain various activities that help the candidates gain competence in each of five skills, taken from Bloom's Taxonomy of Skills. The five skills that will be taught in each of the eighteen modules are as follows:

1. Identification In the identification activities, the trainee will become knowledgeable of the content matter pertaining to that particular topic by viewing a filmstrip and/or reading assigned materials which we call narratives. A filmstrip and a narrative are included in each of the modules.

2. Diagnosis In these activities the trainee will acquire the skill to diagnose situations pertaining to that particular topic of the module. The trainee will gain competence in the ability to diagnose by completing the task or tasks assigned in a particular module.

3. Prescription In these particular activities the trainee will learn to prescribe a plan of action to correct or alleviate a problem that might exist in the classroom pertaining to this particular area of learning. The candidate will acquire this skill by completing the assigned tasks.

4. Implementation In these activities the trainee will acquire the skill to implement his or her plan of action based on his diagnosis. The candidate will develop this skill through assigned tasks, practice, role playing sessions, and by observation and assistance from the field supervisor.

5. Assessment In these particular activities the candidate will acquire the skill to evaluate the results of the diagnostic, prescriptive and implementation process. The trainee will learn this by means of assigned tasks and assessment instruments, in addition to observations and consultations by or with the field supervisor.

What Are Learning Modules?

The National Administration for Children, Youth and Families defines "learning module" in the following manner:

> "A learning module is a structure for experiences and activities designed to help a learner acquire and demonstrate a specific competency or group of competencies in an effective and efficient manner."

In this particular training program, there are eighteen modules that are used in such a fashion that the individual students can progress at their own pace. Each module contains three cycles of activities. Thus, it gives the candidate three alternatives in the learning activities. The learning module then has provisions for helping the student identify strengths and weaknesses in regard to the specific competency, and offers several alternatives to acquire that competency.

Module Components

The curriculum modules consist of the following components or aspects:

1. Objectives Each module contains a set of objectives which state in behavioral terms what the candidate is expected to demonstrate after the completion of a module. The objectives are descriptions of the intended learning outcome. In other words, the output of a learning module is something that is observable (a lesson plan, an activities list, a room arrangement, etc.) or an observable teaching performance (a teaching strategy, a special way of working with children, etc.).

2. Initial Evaluation (Pre-assessment) The initial evaluation procedure helps to determine whether or not the candidate needs to go through the learning activities of the module. This decision is agreed upon by both the candidate and the trainer. This initial evaluation consists of the following three steps:

    a. The candidate performs a self-evaluation by answering a questionnaire.

    b. The trainer evaluates the candidate based on classroom observations.

    c. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in that particular module.

    This component provides the student with feedback that will help the candidate identify additional training needs. If necessary, this component provides information to both the candidate and the trainer in deciding which activities would be helpful in gaining competencies in the specific area.

3. Learning Experiences and Activities The activities components of the modules are the means to competency, not the end. The candidate must demonstrate competency rather than simply complete the activities. The candidate will soon realize that completion of the module depends on what they can do rather than which activities they have completed. The trainer and candidate should select activities which they feel are important and will help the candidate to attain competence. Also, the candidate will be given the freedom to design and create experiences he or she believes will help achieve the objectives.

   In addition, the learning activities in each of the three cycles of each module should be completed in sequence. The activities within each cycle are arranged in such a manner as to more likely assist the candidate in achieving the goals of the module.

4. Module Completion Evaluation (Post Assessment) The purpose of this component is to determine if the student has mastered the competencies according to the stated criteria, and to provide feedback to the candidate concerning the need, if any, for further training.

   The candidate working with the trainer, will help develop this evaluation procedure or select from a list of procedures the candidate feels would fairly assess his or her competence. The evaluation should be focused on the objectives of the module. However, the trainer needs to be aware of the competencies that are missing from the student's performance as part of the total training process and integration of skills. The procedure needs to be carefully reviewed to be sure each competency in the learning module is being appraised. The candidate should be told of the weaknesses of the evaluation as well as the strengths. The trainee should not consider the evaluation as a totally reliable procedure that guarantees his or her mastery of the competency, but rather a means of documenting what he or she has done.

   The post-evaluation produces a simple yes or no statement about the student's mastery of the competency. If the candidate has met the objectives, she may move to another module; if not,

the candidate needs additional training as determined by the candidate and the trainer. Then, if necessary, the candidate goes through another cycle of activities within the same module.

CDA Instructional Materials

Book A Setting Up and Maintaining a Safe and Healthy Learning Environment

1. Functional Area: Safety (Module 1)

2. Functional Area: Health (Module 2)

3. Functional Area: Environment

   a. Outdoor Environment (Module 3)
   b. Indoor Environment (Module 4)

Book B Advancing Physical and Intellectual Competence in Young Children

1. Functional Area: Physical

   a. Motor (Module 5)
   b. Handicapped (Module 6)

2. Functional Area: Cognitive

   a. Cultural Values & Cognitive Styles (Module 7)
   b. Cognitive Styles (Module 8)
   c. Teaching Strategies (Module 9)

3. Functional Area: Language

   a. Communication Channels (Module 10)
   b. Language as a Second Language (Module 11)

4. Functional Area: Creative (Module 12)

Book C Building Positive Self-Concept and Individual Strength in Young Children

1. Functional Area: Self-Concept (Module 13)

2. Functional Area: Individual Strength (Module 14)

Book D Promoting Positive Functioning of Children and Adults in a Group Environment

1. Functional Area: Social (Module 15)

2. Functional Area: Group Management (Module 16)

Book E Coordinating Home and Center Child-Rearing Practices and Expectations

- Functional Area: Home-Center Coordination (Module 17)

Book F Carrying Out Supplementary Responsibilities Related to the Children's Program

- Functional Area: Staff (Module 18)

Book G Curriculum Supplement and Pre-Assessment Instruments

Curriculum Revision, Evaluation & Documentation

CONFERENCE PROCEEDINGS

COMPETENCY-BASED EDUCATION
CURRICULUM REVISION AND EVALUATION

Notes on a Lecture Presented By:
Robert E. Clasen, Chairperson
Department of Extension Education
University of Wisconsin

I. Assumptions underlying competency-based education:

A. that the behavior of role encumbents can be observed and classified (reasonably) as effective or ineffective;

B. that a list of effective behaviors can be generated as a description of "good" role behavior;

C. that the listed behaviors can be converted into performance objectives to serve as a basis for developing curricula;

D. that a curriculum can be developed which will (logically, at least) suggest a sequence of learning events which lead to the terminal objectives;

E. that instructional sequences can be developed which will allow individuals to move through the curriculum en route to reaching the performance objectives;

F. that having completed the instructional objectives, the individual will be able to exhibit the behaviors specified in the performance statements;

G. that by exhibiting the behaviors in a "real life" situation the individual will have demonstrated his or her "competence"; and

H. that having exhibited competence, the individual is certifiable as "competent."

II. Educational Models which best "fit" competency-based education:

A. Learning

The differentiated behaviors model (usually called the developmental model) best fits competency-based education. The developmental model assumes that individuals (Figure 1) progress from undifferentiated to differentiated behaviors with respect to any learning.

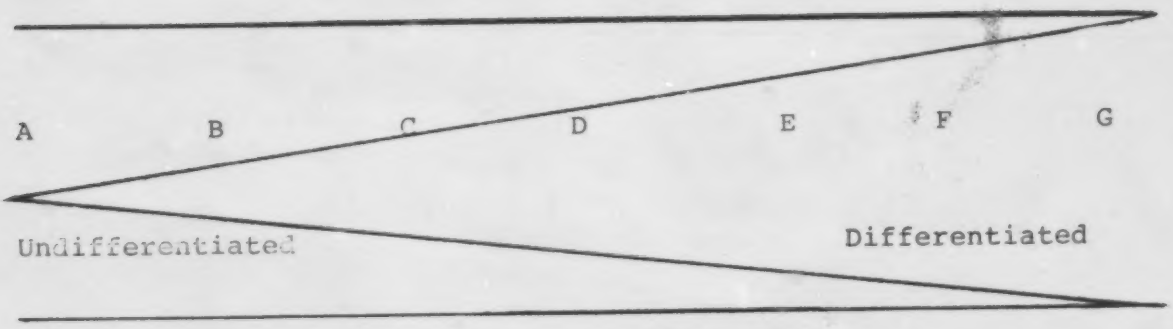


Figure 1. Developmental Model

For example (see Figure 1): Children's Social Development

1. Independent Play
2. Parallel Play
3. Taking Turns
4. Sharing
5. Socially Useful Role Taking
6. Selection of Perceived Social Style

This differentiated behaviors model is implicit or explicit in the work of:

Piaget - Cognitive Development
Kohlberg - Moral Development
Ericson - Personal Development
Bloom - Cognitive Educational Objectives
Krathwohl - Affective Educational Objectives

All of these offer taxonomies of various sorts characterized by the assumptions of invariance, hierarachical sequences and differentiation.

B. Curriculum

The best curricular model to fit competency-based education is the Gagne-type curriculum task analysis notion. Fundamentally, one needs to specify "terminal" objectives, which can be further subdivided into teaching objectives. (See Figure 2.)

Suppose (Figure 2) it was desirable for teachers to individualize instruction (terminal objective). What skills would they need to do that?

ENABLING I - Write Objectives
ENABLING II - Do A Curriculum Task Analysis
ENABLING III - Develop Instructional Sequences
ENABLING IV - Manage An Individualized Program

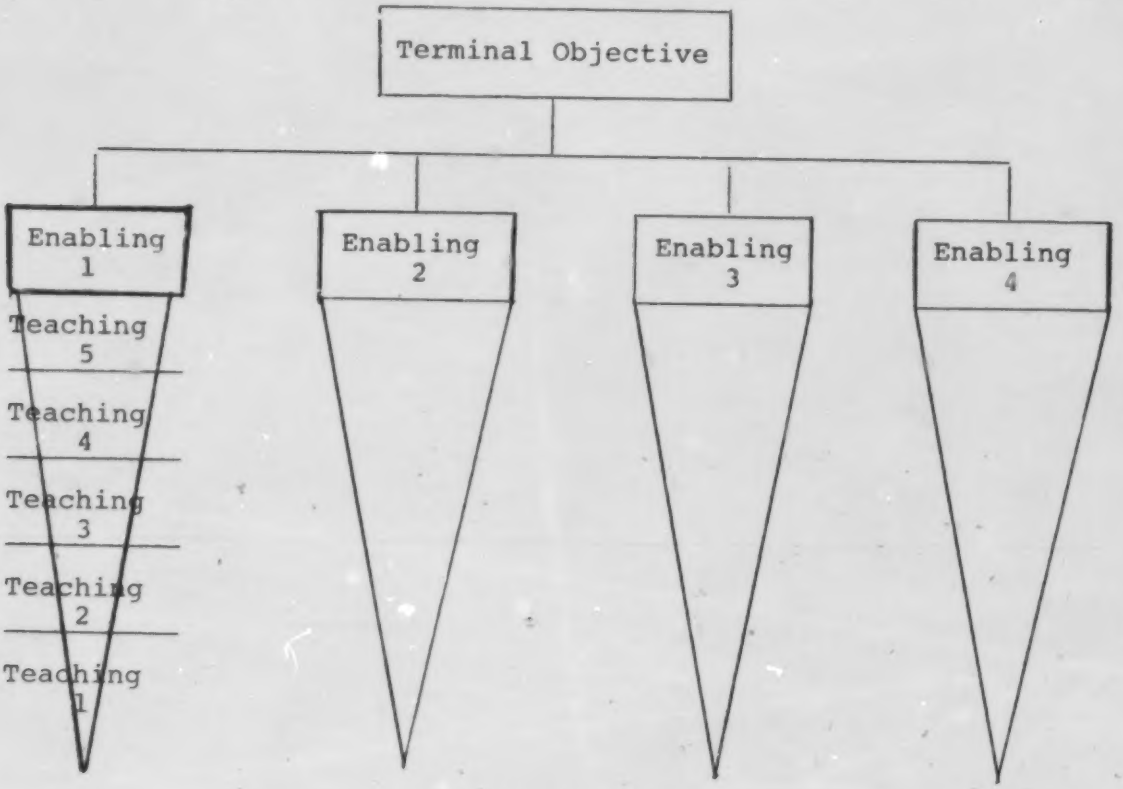


Figure 2. Schematic Representation of the Gagne Curriculum Task Analysis

Within enabling objectives it now becomes feasible to write teaching objectives. For example for Enabling Objective 1, "Write Objectives", we might choose Bloom's taxonomy (in the cognitive domain) as a helper.

TEACHING 1	Knowledge	Define an objective
TEACHING 2	Comprehension	Define it in one's own terms
TEACHING 3	Application	Find examples of objectives that fit the definition
TEACHING 4	Analysis	Given examples of objectives, critique them
TEACHING 5	Synthesis	Write your own objectives
TEACHING 6	Evaluation	Critique your own objectives

Our task now becomes the development of teaching learning transactions which allow individuals to demonstrate the ability to do 1 ("Define an objective") before we ask them to do 2 ("Define it in your own terms") or 3 ("Find some examples").

C. Instruction

The instructional model which best suits competency-based education is an individualized approach which takes into account individual learning rate (pace), learning step-size and preferred learning mode.

The end result of a competency-based approach should be an individual who can perform pre-described behaviors to criterion.

III. Curriculum Revision - Evaluation

The point of all this is to make it clear that "curriculum revision" may not involve revising the curriculum. It should be clear that if trainees cannot perform at criterion after training that lots of things might be wrong. Here is a partial list:

1. The observed behaviors might not exist.
2. The transformations of behaviors to objectives might be wrong.
3. The curriculum task analysis might be wrong.
4. The instructional sequences might be wrong.
5. The certifying process might be wrong.
6. Trainees might not have exhibited appropriate entry-level behaviors.

In a narrow sense only #3, curriculum task analysis, is the curriculum. Revising it might simply make matters worse.

An evaluation of a competency-based program must evaluate every step. Evaluation is done on two bases:

1. Internal Criteria The basic question here is how accurately does the program reflect its announced model. Said differently - how close is what happened to what is supposed to have happened?

2. External Criteria The basic question here is how does this thing look from someone's perspective other than those who are involved in the project? Said differently - what evidence is there, other than what you say, that the thing worked?

There are lots of evaluation models ranging from Julian Stanley and Don Campbell's experimental designs to Michael Scriven's Goal Free Evaluation. Somewhere in the middle is a dose of common sense where we borrow a little from everyone to take a look at what we're doing.

The highest level of human cognitive function is the ability to think about ourselves thinking and to make judgments about those thoughts. We should love ourselves enough to want to do it but not love ourselves so much that we can't do it.

THE FINAL REPORT:
A CONSUMER'S GUIDE TO IMPLEMENTATION

Presented By:
Terry Lewis
Program Analyst, ACYF

One of the goals of the bilingual/bicultural CDA pilot training programs is to develop replicable training models which can be used by preschool programs serving bilingual/bicultural children. An additional task that the pilot programs now face is how to provide information to preschool programs that is basic to implementation of the models and that will facilitate the job of implementation. The purpose of this session is to examine some ideas which will help the pilot staff develop final reports useful as consumer guides to implementation of bilingual/bicultural training models.

One of the most effective methods of aiding model implementation is to outline the developmental processes that resulted in the structure and function of the final model. In addition, it is also important that consumers understand issues regarding the use of the model and potential problem areas of implementation. This knowledge, along with information on how the pilot projects dealt with issues and problems, will assist preschool programs in their efforts to launch successful bilingual/bicultural programs.

I would like to provide you with some background information on issues and problems regarding model implementation in general and on CDA specifically. This information may help you focus on the type of things that persons implementing your models would find useful to know.

In 1969, the then Office of Child Development launched a three-year national experiment designed to implement twelve different preschool education models in existing Head Start programs. A follow-up study to this experiment determined that there were four basic elements to the acceptance of a model by a community and to the survival of the model over time. These basic elements should be kept in mind when developing instructions for users of your models:

1. The support of administrators and teachers in local preschool agencies is basic to model implementation as these are the individuals who will transmit all information regarding the model. Information and explanations on model goals and methods will aid in adoption and survival of the model.

2. Parental support and community commitment is necessary to create a bridge between home and school, and to

reinforce model concepts. Information on the model should be available to and understood by parents and community members.

3. Models must be flexible and receptive to site input. Administrators, teachers and parents must be able to add or subtract from the model in order to adapt it to local needs. Information on this adaptive process will be helpful to model implementors.

4. There must be a similarity between model philosophy and the philosophy behind training techniques and teaching methods. In other words, a model using structured teaching methods and training techniques should not expect that children will be taught in an unstructured manner. The congruence of the model in regard to philosophy, training techniques and teaching methods should be made clear.

In addition to the above issues, our experience with the original thirteen CDA pilot training programs has pointed out potential problem areas in model implementation. Any specific information that you can provide to potential users of your models would be helpful, for example:

1. The project staff should have a clear understanding of the roles and responsibilities of everyone involved.

2. The methods used for staff trainer selections should be adequately described.

3. Criteria for the selection of field sites, as well as demographic information about the site, should be included.

4. Entrance requirements for trainees and how academic credit was obtained should also be described.

5. The extent of the adaptability and flexibility of the curriculum proposed should be discussed.

6. Methods for reviewing communication skills of the trainee should be delineated.

7. A control process which would allow for feedback and feed forward should be included.

Present plans call for continued discussions of your final reports during the March workshop. Please give these issues and problems some thought, and in March we can determine a format and an outline for final reports that can also serve as a guide for users of your models.

Bilingual/Bicultural CDA Trainer Programs

CONFERENCE PROCEEDINGS

BILINGUAL/MULTICULTURAL CHILD DEVELOPMENT ASSOCIATE (CDA)
TRAINER PROJECT

Presented By:
Lilia Alexander, CCA Project Director
Arturo Cabrera, University of Colorado Instructor
Leonard Baca, University of Colorado Instructor

As part of the second year effort to train Bilingual/Multicultural CDA trainers, Contracting Corporation of America (CCA) with part-time instructors from the University of Colorado is carrying out the following major activities:

1. recruit, select and provide necessary counseling to fifteen participants from ten Head Start programs in Colorado, Utah and Wyoming (The participants are Head Start teachers, education coordinators and center directors.);

2. plan, conduct and evaluate ten, three-day workshops for the purpose of providing academic experiences in the areas of early childhood bilingual/multicultural education as well as supervisory, leadership and training skills (The ten workshops provide about 240 hours of classroom work and are held in Denver once a month for ten months.);

3. plan, schedule and conduct a total of thirty-three on-site visits for the purpose of providing supervised field experiences for project participants (The visits are of a two-day duration. These on-site experiences allow each participant to demonstrate his/her training skills in a program setting.);

4. arrange for participants to receive valid college credit for the training and pay necessary college tuition, material costs and fees (University of Colorado is providing ten credits and part-time instructors.);

5. make arrangements with local programs for participants to obtain necessary release time for project activities, since the participants were selected from Head Start programs from three states;

6. review, evaluate and refine a Trainer Manual which can be replicated;

7. establish and utilize an expanded Advisory Committee for the purpose of obtaining recommendations on training curriculum and materials (The Committee will meet four times during the year.);

8. establish and maintain coordination of efforts with appropriate resource agencies;

9. ensure that adequate physical facilities, equipment, supplies and materials are available for conducting contract activities; and

10. continue support to last year's trainees through twenty-three, one-day on site visits by three Master Trainers (These Master Trainers were selected from last year's participants.).

Trainer Requirements

During this year each participant will acquire the information, skills and attitudes needed to perform several tasks. When the project is completed the trainers will be able to:

1. train CDA's to demonstrate the six basic CDA competencies, as well as the additional competencies needed for working with Spanish-speaking children;

2. train CDA's to develop and implement bilingual/multicultural preschool programs;

3. assist Head Start and other preschool program staff in the development and implementation of bilingual/multicultural programs; and

4. train CDA's and Head Start staff to assess bilingual/multicultural programs as appropriate.

Trainer-Trainee Selection and Criteria

In any trainer project the selection of trainees is critical. It has been CCA's experience with every training of trainers project that the selection of the right persons as trainer-trainees is the key to its success. The truth is that some people can make excellent trainers and some cannot, regardless of the training they receive.

Unfortunately, the factors which enable a person to be an effective trainer are internal personal characteristics which

have been shaped and formed and modified throughout a person's life. Individuals cannot modify their character in any short time period.

No selection process can guarantee that persons chosen as trainer-trainees have all or even most of the characteristics necessary to become successful trainers. Some mistakes will always be made, and the trainer of trainers must be prepared to deal with those mistakes through counseling or other appropriate and sensitive methods.

The approaches to selecting the trainer-trainees which CCA followed were:

1. The Head Start program was asked to aid in finding the best possible person(s) on their education staff. The Trainer Project was explained carefully and it was made clear that the agency is expected to rely on the person selected for training their other teaching staff. This encouraged the agency to be interested in finding the right person.

2. Where possible, CCA interviewed the persons recommended, gave them a chance to state their own interest and willingness to follow through, and asked if they really had the time to devote to the Project (both as trainees and eventually as trainers). CCA made certain that they understood what the Trainer Project was about and that people would be depending on them. It was explained that this is perhaps one of the most important opportunities they will have to help others and themselves.

3. CCA established selection criteria. Some of the major elements in these criteria were:

   a. The person has had multicultural life experiences to draw upon (although age was not important);

   b. S/he can communicate ideas clearly and has fluency in Spanish;

   c. S/he has a genuine interest in people and the ability to project that interest in a warm, open manner; and

   d. The person is flexible to learning and able to deal with his/her own ego needs (i.e., does not have such strong ego needs that it interferes with fulfilling the needs of others).

Training Philosophy and Methodology

CCA defines training as a *planned learning experience based upon the needs of the training group. It sets specific measureable behavioral objectives that allow the trainees to recognize, practice and adopt new behaviors through interaction with others within a specified time and in a controlled environment.* The application (use) of knowledge or skill is dependent upon both feeling (emotional) and understanding (intellectual). People may believe and act without understanding, but few people will act through understanding without belief. Therefore, training must provide opportunities for the development of feeling as well as understanding if people are to act upon their acquired knowledge or skills.

Design and Delivery of Training of Trainers

Before implementing the training program, CCA determined the knowledge, skills and attitudes needed by the trainees through several tests. CCA then designed the processes that would enable them to learn these. Subsequently, training materials were developed and a schedule was set for delivering the training.

In implementing a training of trainers program, five levels of trainer-trainee learning must be considered. First, the trainer-trainee must learn the content. S/he must actually acquire the knowledge, skills and attitudes s/he will eventually be training others to acquire. This means that the first sessions of any training of trainers program include intensive training in the content itself. In the first four modules, the Bilingual/Multicultural CDA Trainer Project covers in detail such topics as the CDA competencies, bilingual/multicultural education, and language acquisition and development.

The second level of the training and learning process concentrates on the art of training. The trainer-trainee is exposed to the philosophy and methodology of training. S/he develops a basic understanding of what training is and how it should be planned and carried out.

On the next level, the trainer-trainee actually plans training sessions. S/he bases the training plans on content learned in Level I. For example, if the trainees are planning sessions based on the bilingual CDA competencies, the planning involves much research; thereby the trainer-trainees gain an even greater understanding of these competencies.

On the fourth level the trainee actually delivers the sessions s/he has planned. At this time s/he has an opportunity to practice the techniques and methods covered in Level II.

Since the trainer-trainee practices delivery on fellow trainees, they in turn increase their own knowledge and skills in whatever the topic area.

The last level consists of giving and receiving feedback on the sessions delivered. The trainer and trainer-trainee critique the training, providing helpful suggestions for improvement. They observe and provide comments on the trainer-trainee's planning, preparation, delivery and the content of the session itself. In the Bilingual/Multicultural CDA Trainer Project, each of the trainer-trainees has three opportunities to plan, deliver and evaluate training sessions either individually or as part of a training team.

The chart on the following page illustrates the five levels of learning in a training of trainers program.

The intricacy of this training of trainers process comes in the integration of all levels. The content learned in Level I is still very much a part of all other levels. The training techniques stressed in the second level are then incorporated into the trainer-trainee's own training plans. S/he attempts to use these techniques when training fellow trainees. Then, the trainee receives feedback on the success of those techniques.

Besides the levels of learning, another crucial factor in conducting a training of trainers program is that of personal counseling. The trainer of trainers must allow time before and after sessions to work on a one-to-one basis with each trainer-trainee. This additional intensity and support helps each individual trainer-trainee in reaching his/her potential.

Content Areas Provided by the University of Colorado

The major subject areas being taught include:

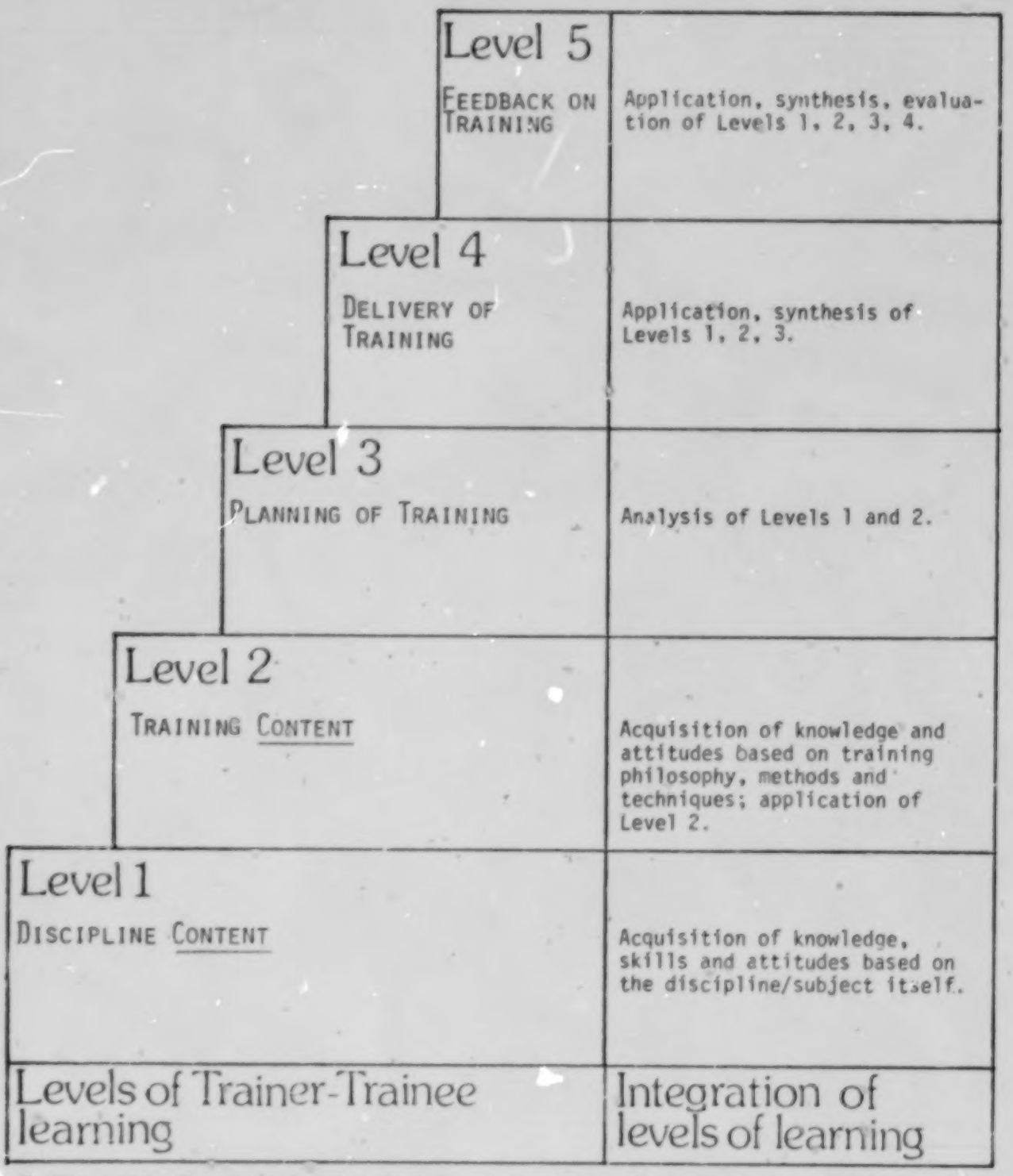
1. culture impact, modification and stabilization for Spanish-surnamed preschool children;

2. Spanish language appropriate for teaching bilingual children which include four primary systems - phonemic, lexical, syntactical and pragmatic (these incorporate testing instruments);

3. major schools of thought in bilingual education;

4. techniques in integrating a bilingual curriculum into the preschool curriculum; and

5. various models of bilingual instruction and use of bilingual instructional materials.


Level 5
FEEDBACK ON TRAINING
Application, synthesis, evaluation of Levels 1, 2, 3, 4.
Level 4
DELIVERY OF TRAINING
Application, synthesis of Levels 1, 2, 3.
Level 3
PLANNING OF TRAINING
Analysis of Levels 1 and 2.
Level 2
TRAINING CONTENT
Acquisition of knowledge and attitudes based on training philosophy, methods and techniques; application of Level 2.
Level 1
DISCIPLINE CONTENT
Acquisition of knowledge, skills and attitudes based on the discipline/subject itself.
Levels of Trainer-Trainee learning
Integration of levels of learning

LEVELS OF LEARNING IN A TRAINING OF TRAINERS PROGRAM

The exciting part in working with the University of Colorado is that some of the trainer-trainees may eventually enter the Doctoral and Master of Arts Bilingual/Multicultural Fellowship Program at the University. This program is based on a need for bilingual/multicultural education in schools where culturally and linguistically different children are served, as well as the need to train professional leadership in the development of programs and the training of educators in this field.

SUMMARY OF THE FIRST YEAR OF THE TEXAS BILINGUAL/BICULTURAL CDA TRAINER PROGRAM

Presented By:
E. Caroline Carroll
Arturo Gil

The Bilingual/Bicultural Child Development Associate (CDA) Trainer Program in Texas took place between October, 1976, and August, 1977. The program was part of a response to the need for improving programs for Spanish-speaking preschool children in Texas and elsewhere.

Objectives

The objectives of the program were:

1. develop and document a replicable model for training bilingual/bicultural CDA trainers;

2. train approximately twenty bilingual/bicultural CDA trainers who demonstrate the ability to:

   a. train CDA candidates to demonstrate the core CDA competencies plus those additional competencies neccessary for working with Spanish-speaking children;

   b. assess bilingual/bicultural preschool programs and train others to do this;

   c. develop and implement bilingual/bicultural preschool programs, and assist others to do this; and

   d. provide leadership in improving the education of Spanish-speaking preschool children; and

3. provide valid college credit for the CDA trainers who have undergone training.

The principle objective of the program was to develop a model for training bilingual/bicultural trainers. As the year progressed, however, it became evident that a model was not possible. A model assumes that much exploratory research has already been done and that, given the right conditions, success can be achieved. Instead, the Texas Trainer Program is more

properly termed a pilot. A pilot program breaks new ground; it represents a trial and error period, and allows wide variation in the way the program is carried out. Careful attention is given to elements of failure, and if problems arise, they are welcomed as learning opportunities. The model-versus-pilot definition became clear only after the program ended, in looking at how the program met its objectives.

1. In the attempt to develop a model, the Texas Trainer Program produced the following:

   a. a list of bilingual/bicultural trainer competencies;

   b. a nine-month training plan integrating academic sessions and field work;

   c. modules, or small units of learning, for academic sessions;

   d. a resource list;

   e. assessment instruments;

   f. suggested guidelines for field experience and supervision; and

   g. a profile of a potentially successful student trainer.

2. Eighteen student trainers participated in the Texas Trainer Program. Six have emerged as strong trainers who can work effectively with children and trainees, develop and evaluate bilingual/bicultural preschool programs, and provide leadership. Six other students, with additional training, can become competent trainers. The remaining six are in a better position of providing leadership in bilingual/bicultural preschool programs in Texas through other roles.

3. Most of the student trainers have received college credit or are working toward it.

4. In addition, the trainers helped to prepare at least twenty-five child care workers to apply for assessment by the National CDA Consortium; to date, four have received the CDA credential.

The Administration for Children, Youth and Families awarded a contract to the Texas Department of Community Affairs, Early Childhood Development Division, for the development of a bilingual/bicultural CDA trainer program during Fiscal Year 1976 - 1977. The Department of Community Affairs was selected because of its success in developing and implementing CDA training programs in Texas over

the previous four years and in developing a CDA training curriculum. In order to bring bilingual/bicultural expertise into the program, the Department chose to subcontract with Antioch Juarez-Lincoln University. This particular university was chosed because, unlike traditional academic institutions, Juarez-Lincoln was considered flexible enough to allow for individually designed programs integrating academic work and field experience, and yet provide valid college credit.

This academic flexibility plus the fact that it involved the cooperation of a state agency and a college made the Texas Trainer Program distinct. Other distinguishing characteristics of the program were:

1. establishment of competencies for bilingual/bicultural CDA trainers;

2. selection of experienced child care personnel who were bilingual/bicultural as student trainers;

3. modular approach to learning;

4. supervised field work; and

5. Master's Degree credit for training.

Organization

The organizational structure of the Texas Trainer Program was such that the Department of Community Affairs was not simply a flow-through agency for funding, with the subcontractor responsible for all training and awarding of credit. Rather, the Department played a large role in the actual training of students. The reason was that the Department of Community Affairs, unlike any other state agency, was uniquely qualified in developing and implementing CDA training programs. Hence, the contract between the Department and Juarez-Lincoln specified that the training plan for the program be developed jointly by the two.

As a state agency, however, the Department could not grant college credit. So the contract stated that Juarez-Lincoln would grant graduate credit of twelve hours per quarter for each student trainer who successfully completed the training.

Responsibilities were divided between the contractor and subcontractor in a number of ways. The contractor provided the following:

1. Project Director, who would coordinate academic training with the CDA competency-based approach and provide

academic instruction in child development and CDA concepts;

2. Bilingual/Bicultural Coordinator, who would assist in the direction of student trainers and coordinate with the supervisor to insure that the bilingual CDA competencies were adequately covered in the academic work; and

3. Field Supervisor, who would assist in preparing the training plan, provide academic instruction in bilingual/bicultural early childhood education, help student trainers build capacity of Head Start to implement sound developmental bilingual/bicultural preschool programs, and visit each student trainer on-site once each month.

In addition, the subcontractor proposed to provide five additional faculty members and five consultants to teach such courses as administration, supervision, cultural heritage and bilingual education.

Roles and responsibilities varied considerably during the Texas Trainer Program for many reasons, including changes in administrative personnel.

An Advisory Board was appointed October 8, 1976, to review the training program and materials, and make recommendations. Designed as a working rather than a policy-setting body, the Board was staffed by the contractor and chaired by the Project Director. More than 50% of its membership was from the Mexican-American community. Its members represented six categories:

1. five directors of Head Start programs with a high percentage of Spanish-speaking children;

2. four parents of children in bilingual Head Start programs;

3. one bilingual Head Start Regional Training Officer;

4. seven professional representatives in the field of early childhood education and bilingual/bicultural teacher training;

5. two representatives from the Texas Education Agency; and

6. two ex-officio members, one representing the subcontractor and one representing the contractor.

The Board met quarterly to review the training progress. Four members served as part of the sceening committee to select the student trainers to participate in the program.

In the first meeting, the Board expressed concern that students' proficiency in Spanish be part of the program. As a result, the Board assisted in obtaining language proficiency testing for the students through the University of Texas at Austin.

Focus of Training

What the Texas Trainer Program proposed was to develop a dual capacity - the ability to work with children and with adults. When the Texas Trainer Program was started, it was hoped that the student trainers would have most of the competencies and capacities necessary for working with children, with opportunities for expanding and refining these skills as training progressed. They were not necessarily required to be credentialed CDA's, but they could apply for CDA credentialing at the end of the program.

Equally important, however, was the ability to work with adults. The student trainers would have to have interpersonal skills that would enable them to give directions, listen effectively, advise, resolve conflicts and find solutions to problems. Student trainers also had to have assessment and leadership skills if the original objectives of the program were to be achieved.

To help CDA candidates acquire the necessary competencies for working with Spanish-speaking children, the student trainers had to be able to assess their trainees' ability. As a trainer, the student had to evaluate a trainee's strengths and weaknesses, counsel the trainee, provide guidance toward acquiring the CDA competencies, and judge when the trainee was ready to apply for assessment from the National CDA Consortium for the CDA credential. In addition, the trainer had to evaluate the training his or her trainees were receiving. Is the teaching style effective? Are resources and materials adequate? Are the field sites of high quality?

The ability to assess was not limited to the assessment of trainees and teaching, but included the evaluation of bilingual/bicultural preschool programs. The student trainers in the Texas Trainer Program had to learn how to develop and implement bilingual/bicultural preschool programs and evaluate them at every stage of development.

The student trainers also had to learn how to provide leadership guidance to communities that want to implement bilingual/bicultural preschool programs. Leadership involves certain personal qualities, of course, but leadership also requires information, skills and the self-confidence that goes with them. To be a leader in bilingual/bicultural education, the CDA trainer must have a thorough knowledge of early childhood and bilingual/bicultural education, be familiar with resources that communities

can use to implement such programs, have the ability to work with community leaders, distinguish programs of high quality from low quality, and bring visability to sound programs. Thus the notion of trainer encompassed a wide scope of skills that went above and beyond those of their trainees. The Department had delineated the competencies required of a trainer and developed them into a self-assessment checklist. The competencies were organized under these headings: Organization and Management; Theoretical Understanding and Knowledge, Bilingual/Bicultural Education, Language, Culture; Modeling Effective Teacher Behavior; Interpersonal Skills; Communication Skills; Problem-Solving; Assessment; and Leadership.

Selection of Trainers

When the Texas Trainer Program was first designed, the Texas Department of Community Affairs had a broad vision of trainers as leaders in bilingual/bicultural preschool education. This meant that trainers would not simply learn a set of skills and transfer those to CDA trainees, but rather would become a cadre of leaders who could inspire far-reaching improvements in bilingual/bicultural preschool education. They would have to have a well-established personal philosophy of early childhood and bilingual/bicultural education that they could extract from and apply to appropriate situations, and they would have set high professional and personal goals for themselves. Critical to this vision of leadership was the decision to offer credit at the Master's Degree level.

Because CDA training has been institutionalized in Texas through the community/junior colleges (and in some four-year schools), one possible destination of graduates of the Texas Trainer Program would be the faculty of a community college. Offering credit toward a Master's Degree would give students in the Texas Trainer Program an entree to the faculty of a community college and even to a four-year college, where students would be in a position to set their goals even higher. Another consideration was the length of the program. Master's Degree credit was more feasible within the one-year duration of the Texas Trainer Program; offering Bachelor's Degree credit would be of little value unless students had completed most of the four-year requirements. Thus one of the criteria for persons entering the Texas Trainer Program was a Bachelor's Degree in early childhood education or child development.

Other criteria were:

1. be bilingual/bicultural;

2. have experience in working with preschool children;

3. have experience in working with adults;

4. have potential supervisory and training ability;

5. have theoretical knowledge base in child development and early childhood education;

6. comply with local and state regulations regarding age and health requirements for persons working with young children;

7. work in a bilingual preschool setting with classroom experience available, or have access to such setting;

8. have the cooperation of agency hiring him or her in the preschool setting. This cooperation would include at least two ingredients:

    a. permission for release time to take part in the academic aspects of the program (i.e., four days each month in Austin); and

    b. permission to use the local agency as a field setting for the application of the training which the trainer would receive; and

9. demonstrate personal qualities that indicate potential for community and school leadership in bilingual/bicultural program areas.

It was always planned that once the program was operational, the first three months were to be considered a probationary period for each entering student trainer. If a trainer proved to be unable to complete the program within the year, he or she was to be counseled out and directed toward other work. Counseling out was to be considered against a framework of three different but overlapping sets of standards: 1) ability to work with young children and adults; 2) ability to develop the particular skills as set out by the National CDA Consortium in order to serves as a model for their Head Start trainees; and 3) ability for acquiring, if not already present, adequate bilingual/bicultural skills.

Of the original twenty enrollees, three dropped out of the program for personal reasons. In deference to the subcontractor, the probationary mechanism of counseling out unqualified students was not used; otherwise, staff would have recommended that a few other students not continue the training. As it was, however, one slot was filled with a qualified applicant from the alternate list in March-April. It was not feasible to replace the other two slots because too much of the training had gone by for new students to catch up. A total of eighteen students participated in the training.

The selection of student trainers had a profound impact on the Texas Trainer Program. Unfortunately, most of the students selected for the program did not meet all of the established criteria. The first individual counseling session revealed, for example, that fourteen students needed extensive background in early childhood education, child development and educational methodology. Most were proficient in Spanish, but few had had any formal training in bilingual/bicultural education. A few administrators were admitted to the program, and while they were in a good position to have impact on training and programs, in some cases they did not have sufficient experience in working with children. The lack of certain qualifications of some students affected the structure and content of the academic sessions, made field experience more difficult to implement, and exerted a continuing influence.

The Training Program

Training covered a nine-month period, from December, 1976, to August, 1977. Like all CDA training, the Texas Trainer Program was designed to combine academic sessions with supervised field experience, so that students would learn theory in the academic setting and then put what they had learned into practice training bilingual/bicultural CDA candidates.

The first full week of each month, the student trainers gathered for four days of intensive academic sessions. Eight of the nine sessions were in Austin at Juarez-Lincoln University; one was in San Antonio at the Mexican-American Cultural Center.

For the first month, the student trainers were to work in the field, training two or three child care givers (CDA candidates) in a preschool center with Spanish-speaking children. Once a month, the student trainer was to be visited by a field supervisor who would observe the trainer working with the CDA candidates. Coordination of the field and academic experiences was to be achieved through weekly meetings between field and academic personnel and project staff, and individual conferences with each trainer.

The structure and content of the training is detailed in the Training Plan, which was developed by the contractor with input from the subcontractor. The Training Plan is arranged in chronological order, starting with December, 1976, and ending with August, 1977. For each month, there are three components: 1) child development/psychology/CDA concepts; 2) bilingual/bicultural education; and 3) evaluation.

The format for each component, month by month, was the same:

1. Trainer Competencies - selected skills student trainers

were to develop in themselves (The first ones were to serve as a foundation on which other skills would be laid.);

2. Concepts and Information Presented - the body of knowledge introduced in the academic sessions (Specific content and approach varied according to the needs and background of the students.);

3. Student Participation - activities that students took part in during the academic session including group discussion, counseling with instructors and oral presentations by students;

4. Assignments - work related to concepts and information presented (in 2 above) that students were to prepare for later academic sessions or to do in the field with CDA trainees (This included readings, reports, filling out forms.);

5. Field Work - actual training in which trainers assisted their CDA trainees in achieving the CDA competencies through training sessions and activities in the preschool centers (This provided opportunities for student trainers to demonstrate the trainer competencies for the field supervisor.); and

6. Product Due Date - deadlines for assignments so that students would have a clear understanding of when work was due (Unlike most competency-based programs where students proceed at their own pace, deadlines were necessary for student trainers to receive credit.).

A key feature of the Texas Trainer Program was individualized training for each student trainer. Students received individual counseling at the beginning of the program to discover each student's knowledge base and skills, and to design an individual Training Plan. This kind of individualization, which is inherent in competency-based training, requires that the students themselves assume responsibility for what is learned. Thus, while students were given assignments, they could choose whether to complete them (with appropriate consultation with the instructor) and how much depth to pursue each assignment. Supervised field instruction was to provide a further dimension of individualized training because the training needs observed in the field were to be incorporated into the next academic session.

As the Department of Community Affairs learned from its previous experience with CDA training, resources - that is, books, films, journal articles and other training materials - are essential to the competency-based, individualized training program. The Department specified in the contract that the

subcontractor would provide room, space and materials for a resource center, and money was allocated for purchasing resources.

Each student was given a copy of the Training Plan to have a general understanding of the program. Each student trainer also received the Texas CDA Training Counselor Handbook, the Texas CDA Instructional Materials (six basic manuals for CDA training) and other CDA materials. Students were encouraged to begin building their own professional libraries.

Language proficiency testing was arranged by Juarez-Lincoln at the University of Texas at Austin, on three separate occasions through the assistance of an Advisory Board member. Because testing was not completed until the end of the second quarter, the results had less impact on the program than was anticipated.

Students ranged in their proficiency in Spanish, with some making no errors and others as many as 65% in some areas, indicating that remediation has to be individualized. When examining the group as a whole, proficiency experts found that students' greatest problems seemed to be in writing as it pertained to verb usage, and in oral production in the use of prepositions, pronouns and the preterite. Reading and listening comprehension seemed to be adequate, with proficiency in reading slightly lower than in listening comprehension. Specific problems included errors in spelling, particularly the omission of accents and English interference, dialectal characteristics in oral usage, problems in the use of command words, and incorrect usage of verbs.

Students were informed of their individual differences and needs for improvement. Suggestions for remediation were given for drill in specific areas, review of rules for verb usage, wider exposure to the language for lessening dialectal characteristics, more reading, and review of rules of orthography among others. The responsibility for improving language proficiency rested with the student trainers themselves. The academic sessions were organized by modules, or small units of learning for each of the three components: 1) child development/psychology/CDA concepts; 2) bilingual/bicultural education; and 3) evaluation. Leadership was incorporated into all the sessions and concentrated on in the session held at the Mexican-American Cultural Center in March. The Project Director was responsible for teaching the first module; the Field Supervisor for the bilingual/bicultural module; and the Evaluator for the evaluation module.

Trainers' Field Experience

Field work is basic to any CDA training program, as it was for the Texas Trainer Program. As outlined in the Training Plan, the field work was the training that the student trainers would give their CDA trainees - lectures, guided study, films and

modeling in the classroom with children - to help the trainees acquire the CDA competencies. As such, the field work was to bring together for the trainers all they were learning in the academic sessions and assignments. The idea was that the trainers would be able to extract concepts and information from the three components - child development/psychology/CDA, bilingual/bicultural education, and evaluation - and synthesize and apply these concepts in the training for their trainees.

Field work was to consist of experience in the field by student trainers and supervision by qualified personnel. The student trainers were to receive feedback on the training they were giving their trainees and be guided toward higher quality performance.

The field visits were to be made:

1. to observe the trainer interacting with trainees in development of CDA competencies and bilingual competencies;

2. to observe the student trainer interacting with children and thus serve as a model for the CDA trainees;

3. to give structured interviews to the student trainer after each observation of training and modeling for the CDA trainees, which would include: a) recognition of the strengths or weaknesses of the trainer in training the trainees; b) written prescription for learning in areas of need; and c) an agreement to complete mutually agreed upon learning activities;

4. to examine carefully the trainer's record keeping methods; and

5. to ascertain formal and informal interactions related to cultural heritage within the particular community setting.

During a field visit, the following activities were to occur:

1. observation of the trainer conducting a session with the trainees, and a discussion of that observation;

2. observation with the trainer of the CDA trainees working with children, and a discussion of that observation;

3. assessment with the trainer of the children's indoor and outdoor learning environment at the training site; and

4. individual conference of at least one hour on topics that included organizing for training, training

techniques, using outside resources in the training program, developing resource centers, reviews of the training log, training portfolio and idea box, and helping with any academic work the trainee might have missed or misunderstood.

Each trainer was required to locate at least two child care workers willing to work toward attaining the CDA and bilingual/bicultural competencies. Trainees had to be bilingual and be employed in a Head Start or preschool center with Spanish-speaking children.

Because of the time and responsibilities involved in the field work, the trainers were required to enter into the following signed agreements:

1. With the persons to be trained - to cooperate with the trainer in working to attain the CDA and bilingual/bicultural competencies, and to upgrade the quality of the Head Start center to make it an appropriate CDA training site, if such was not already the case;

2. With the director of the Head Start center where the CDA trainees would be working - to permit the trainer to work with the trainees to become CDA candidates and to upgrade the quality of the center, if necessary; and

3. With the trainer's own employer - to provide release time for the trainer to participate in the training program and to function as a trainer with the CDA trainees.

Each trainer was provided with an assessment instrument developed by contractor's staff entitled " A Program Review System for Competency-Based Preparation of Child Care Workers." The trainers were to use the appropriate section of the assessment tool to obtain a profile of the child care center, including the center's strengths and weaknesses and areas in which the center failed to meet the requirements of an appropriate CDA training site. The findings of the assessment were to be used by the center director, trainer and field supervisor to jointly plan appropriate actions for upgrading the quality of the center if neccessary. The trainers were also to use the "Review System" to assess the capabilities of trainees to work with young children and to determine CDA training needs, to work with each trainee to prepare an individualized training plan, and to schedule regular planning sessions with each trainee.

Some Evaluation Findings

Evaluation served a variety of functions in the Texas Trainer Program. First, it was instrumental in pinpointing the training needs of student trainers. Second, it assessed the style and content of instruction and the curriculum. Third, it provided information on the competence of student trainers as perceived by instructors, field supervisors, faculty advisors and the students themselves. Finally, it assessed the training program from the perceptions of student trainers and their employers, as well as from program staff. Although outside evaluation by content experts was originally anticipated, this was not done and will have to be a part of the validation effort.

As noted before, individual counseling sessions revealed great variation in the preparation levels of students. To pinpoint the areas of deficiency, the student trainers were administered a needs assessment during the first quarter of academic instruction. The students felt that their greatest needs for training were: 1) developing instructional strategies for bilingual early childhood education; 2) curriculum evaluation; 3) methods and techniques for evaluating the physical, social and emotional development of bilingual children; and 4) staff assessment techniques. As a result, the instructional program was modified to address perceived student needs.

Evaluation played a formative role by finding out how far the learning experiences were actually producing the desired results, and by identifying strengths and weaknesses of instruction. To do this, each monthly academic session was evaluated by the students according to the following criteria: instructor's organization of materials, clarity of content, relevance to student's needs, usefulness for training, appropriate use of resources and media, scope of presentation, group interaction, and adequacy of answering questions raised. Information was also solicited on problems students encountered during the academic session as well as students' satisfaction with academic counseling, facilities and activities (general and individual) taking place during the academic session. The results of these evaluations were circulated to all staff of the program. Where appropriate, the staff made adjustments in content and delivery style in subsequent academic sessions.

Competence of Student Trainers

The assessment of student trainers was done from four perspectives: 1) self-assessments; 2) assessment by program staff; 3) assessment by Juarez-Lincoln faculty monitors; and 4) assessment by employers.

Based on available data, student trainers fell into three distinct categories of competence: 1) strongly competent as bilingual/bicultural CDA trainers; 2) competent, but with reservations, as trainers; and 3) not competent as trainers. Of a total of twenty trainers who started the program, eighteen remained until the program ended.

Of the eighteen trainers who remained with the program to the end, eleven have virtually completed their projects and will receive from twenty-four (two students) to thirty-six (eight students) quarter hours of graduate-level credit from Juarez-Lincoln. One student will be completing a project the next quarter and anticipates receiving fifteen quarter hours. All of the remaining trainers did not receive credit because projects were not developed.

To ascertain what effect the Texas Trainer Program had on student trainers from the employer's perspective, a structured telephone interview was held with ten of eighteen employers. Without exception, all employers felt that the trainer program benefitted participating employees in their professional growth. Ten of the thirteen employers mentioned that the trainers were receiving professional advancement as a direct result of the training they had undergone.

Employers were asked if they felt the involvement of trainers had any benefits on their programs as a whole. Ten of the thirteen interviewed felt that the programs had definitely benefitted, while two thought it was too early to tell. One employer responded negatively.

Specific changes which employers noted in their centers as a result of the trainer program included improved indoor and outdoor learning environments, greater parental involvement, more confident staff, interest in CDA and in further training from trainees who had never been exposed to such training (in a church operated center), greater sensitivity to bilingual children's needs (in a Montessori program), more child-directed and less teacher-directed activities, and a greater emphasis on bilingual/bicultural preschool education.

When asked what problems were encountered as a result of their staff member's involvement in the program, seven had experienced no problems; the other six had difficulty replacing staff while the trainers were in Austin for academic sessions.

Project staff generally felt that the program met their personal and professional expectations, with some reservations. The program provided a cadre of leaders in bilingual early childhood education. A theoretically workable model with a design for training was also developed and can be enhanced through further testing and refinement. Most of the staff felt,

however, that there could have been some clarification of issues that arose from a variety of philosophical approaches to bilingual early childhood education and CDA training in general. The staff felt that increased field supervision and greater individualization of academic training could have assisted more students in attaining competence.

An identification of implementation barriers included the selection of students who lacked an adequate early childhood background or experience with children, lack of clarity of roles and responsibilities, lack of communication between staffs, inadequacy of resources, and limited flexibility of the academic institution in the granting of credit.

Summary

One year's experience with the Texas Trainer Program confirmed what the Department of Community Affairs learned in five years of developing CDA training - that a replicable model for training cannot be accomplished in one year. The Texas Trainer Program is more accurately described as a pilot program. Much was learned from the Texas Trainer Program, and with continued productive results from similar pilot efforts, a model can be developed.

The Spanish language and the Mexican-American culture was the focus of the Texas Trainer Program. In future pilot programs or attempts to develop a trainer model, program administrators may want to consider how the model can be applied to any linguistic or cultural setting.

The basis of the program is the Training Plan. This Plan sets forth a nine-month outline for attaining specified trainer competencies. Although in need of rewriting, the Plan can serve as a skeleton for future training plans. The sections listing trainer competencies and field work will remain constant; however, the content and information, assignments, student participation and product due date sections will have to be adjusted according to the qualifications of the students, the academic institution and the faculty.

Complementing the Training Plan are the modules in child development/psychology/CDA, bilingual/bicultural education, and evaluation. The modules provide structure for academic sessions and, depending on the qualification of the students, may be adjusted in content. Modules developed during the first year should serve as more of a "how-to" for future module writers, rather than any hard and fast document. As they stand now, the modules from the first two quarters of the training program are

geared more to students who are relatively new to the field of child development. The modules from the third quarter, which employed the bilingual/bicultural learning centers, are designed more for students who have a foundation in early childhood theory and teaching methods. All of the modules need to be evaluated by an outside expert and rewritten for clarity, consistency and integration with the Training Plan.

Easy access to resources is imperative if the training is to be individualized for each student. A resource list was developed and includes books, articles, films and other materials dealing with child development/psychology/CDA, bilingual/bicultural education, and evaluation. The Texas Trainer Program confirmed the need for a resource room reserved for the sole use of students in the program.

Assessment instruments have been developed for evaluating student trainers, field sites and the training program. Important among the instruments is the checklist of trainer competencies, which student trainers can use to assess their own competency and which their field supervisors can use in the field to observe student trainers working with their trainees.

Although field supervision was not carried out as precisely as proposed in the Texas Trainer Program, the model offers guidelines for field supervision that can be used and refined in future programs. The guidelines suggest arrangements for locating trainees and field sites, procedures for scheduling field visits, and activities to occur during field visits.

One of the most significant features of the model is this profile of a potentially successful student trainer:

1. theoretical knowledge base in child development or early childhood education (at least twelve hours of college credit plus familiarity with educational theory);

2. two to three years of successful experience working with children three- to five-years-old;

3. personal capacities for relating effectively to young children, and the ability to model these capacities for others;

4. bilingual and bicultural, with proficiency in the second language;

5. ability to work with adults as evidenced by experience in staff development; and

6. flexibility in work situation so that adequate time can be given to the training program.

An examination of the most successful trainers in the Texas Trainer Program reveals that they had these qualities plus the ability to transmit information effectively to others, counseling skills and management skills. They were also self-motivated, articulate, took pride in their work, and had their own goals and objectives firmly established.

Whether future programs will be able to recruit this kind of qualified student trainer is open to question. The fact is that degreed bilingual/bicultural professionals in early childhood education are in short supply. The few there are may already be in such high positions that they are not interested in becoming trainers. The most likely source for prospective trainers - staff of Head Start programs - frequently are not required to have Bachelor Degrees, and those with degrees often come from fields other than early childhood. Until this shortage can be overcome, future programs may have to modify the selection criteria and remain flexible to meet the varying needs of the students.

Presumably students lacking one or more of these criteria could become competent trainers if the program were longer than nine to twelve months. One year, for example, could be spent building a foundation in early childhood theory and practices, and in gaining experience in working with bilingual children; the second year could be devoted to staff development, leadership and assessment skills. Likewise, some students may need to spend an extra semester acquiring language proficiency. What a longer program cannot instill, however, are the personal capacities needed for relating effectively to young children and to adults; these have to be inherent in the individual at the start of the program.

How flexible a training program can be depends upon the academic institution and the contracting agency. The Texas Trainer Program was distinctive in its organizational structure - that is, the cooperation of a state agency and a college. Future programs may be contracted directly with a college, or through a state agency acting only as the monitor of the contract with the college. What cannot be overlooked, however, is the scarcity of educational institutions which offer dual expertise in bilingual/bicultural education and CDA training. If a state agency is involved, its flexibility may be affected by bureaucratic procedures, regulations and the political climate of the state. The flexibility of the college may depend upon, among other things, its requirements for granting credit, its physical facilities, the size and quality of its faculty and its openness to varying philosophies and teaching methods, particularly with regard to bilingual education.

Bilingual/Bicultural Preschool Resource Network

CONFERENCE PROCEEDINGS

A Regional Resource Network has been established in Region VIII to provide: 1) bilingual/bicultural materials to local Head Start agencies in that same Region; 2) inservice training; and 3) assistance in implementing bilingual/bicultural programs. This Network is designed to serve as a replicable model for other Regions of ACYF. This section presents an overview of the existing Network project.

EARLY CHILDHOOD BILINGUAL/BICULTURAL RESOURCE CENTER

Prepared By:
Dr. Arlene Vigil Sutton
Virginia Cleveland
Cecilia Cervantes

In response to the pressing need for assistance to Head Start programs in implementing bilingual/bicultural concepts, a regional Resource Network has been established in Region VIII. This Network provides access to bilingual/bicultural materials, assistance in implementing a bilingual/bicultural program and in-service training. The development and implementation of this Resource Network is intended to serve as a model for replication in other regions with a high concentration of Spanish-speaking families.

Recognizing that no particular activity was meeting the human and material needs of bilingual Head Start projects, the creation of a resource network to provide competent bilingual/bicultural expertise and appropriate bilingual/bicultural materials was essential. Subsequently, the Resource Network, established as a pilot effort in Region VIII, is designed to fill this gap. If the pilot effort proves to be successful in demonstrating that by providing appropriate bilingual/bicultural human and material resources more Head Start projects can establish truly bilingual/bicultural programs, then other ACYF regions with high concentrations of Spanish-speaking children may wish to duplicate it.

Pilot Resource Network Location

In the Spring of 1975, in order to implement the resource network portion of the Bilingual/Bicultural Strategy, the Office of Child Development (now ACYF) selected Region VIII as the location for the demonstration effort. The Region includes the states of Colorado, Wyoming, Montana, Utah, North Dakota and South Dakota. InterAmerica Research Associates was selected by the Office of Child Development to undertake the implementation of the Network. The Center is located at 910 16th Street, Suite 722, Denver, Colorado 80202.

Major Responsibilities of the Resource Network

In general, the Resource Network is designed to meet the human and material resource needs of local Head Start projects in planning and/or implementing bilingual/bicultural programs. Primarily, the pilot effort will meet these needs by performing

the following three tasks:

1. providing bilingual/bicultural early childhood materials;

2. providing technical assistance (human resources to plan and/or implement each childhood bilingual/bicultural program); and

3. provide in-service training focusing on how to effectively use human and material resources.

Associated with the first task, the Resource Network continues to acquire, house and disseminate bilingual/bicultural early childhood materials. The materials are acquired from throughout the nation from such sources as Title VII Materials Development and Resource Centers, Dissemination/Assessment Centers, Educational Laboratories as well as from over six hundred local educational agencies. The initial collection consisted of 204 pieces of instructional materials. The current collection includes five hundred material items. Materials will be disseminated to Head Start projects in Region VIII during this pilot effort upon request. After projects have finished using the materials, they are returned to the Resource Center for use by other projects.

Minimal requirements of all consultants providing technical assistance will be:

1. knowledge of methods and techniques appropriate for use in teaching content in bilingual/ bicultural programs;

2. knowledge of the language and culture of the children in the programs;

3. knowledge of early childhood education and familiarity with the Head Start Performance Standards; and

4. ability to plan and conduct workshops and in-service programs.

Head Start Projects Participating in Pilot Effort

The following twenty projects participating in this pilot Resource Network were selected either because they are presently implementing a bilingual/bicultural program, or because they are interested in further developing one.

Colorado		Wyoming	Utah
Alamosa	Trinidad	Laramie	Ogden
Center	Pueblo	Guernesy	
Del Norte	LaJunta	Cheyenne	
Monte Vista	Canon City	Rawlins	
Greeley	Ft. Collins		
Durango	Colorado Springs		
Ft. Morgan	Englewood		
Brighton			

If a regional network can disseminate bilingual/bicultural curriculum materials and provide assistance in the implementation of these materials, it will greatly strengthen the Head Start grantee's capacity to provide quality bilingual/bicultural programs for Spanish- as well as English-speaking preschool children. Secondly, if it can be done in one region, then presumably it can be done in all regions with a high ratio of Spanish-speaking children.

Both the dissemination of materials and the provision of training and technical assistance (T/TA) are being assessed. Assessments will be made of the gaps in available materials and of the effectiveness of the dissemination process. Gaps in availability will be determined by comparing the inventory of curriculum materials available in the Resource Center with the needs expressed by the Head Start grantees for materials. Needs not met by existing materials will be considered "gaps" either because the material does not exist in the language or age level, or for other reasons such as poor quality or inappropriate cultural identifications. Constant feedback from the users of the materials will signal to the Resource Center the need to acquire new and/or better materials from other sources.

In the case of provision of T/TA, InterAmerica will contact the grantee staff immediately after the consultant's visit and obtain an oral evaluation of the services provided. The purpose of evaluation is for program improvement. Therefore, the questions to be asked are designed to determine not only the quality of service provided but also the extent to which the program will use the information and the materials provided. Cumulative feedback will attest to those areas where the Resource Center is both most and least effective. All of this data will help ACYF in the design and implementation of replicable models in other Spanish-dominant regions.

In the first year approach to meeting the human and material needs of the twenty specific Head Start centers in Region VIII identified earlier, InterAmerica developed the Early Childhood Bilingual/Bicultural Resource Center in Denver, Colorado. The purpose of the Resource Center was to

collect and make available appropriate Spanish/English bilingual materials to Head Start programs, as well as to identify additional new early childhood materials that are currently available under specific Federal grants/contracts and materials recently made available through traditional commercial sources. In the first year of operation, InterAmerica doubled the number of material items that were in the original collection of 1976. The preschool bilingual materials include training manuals, children's books, records, tapes, curriculum guides and numerous instructional kits, all designed to assist Head Start programs in implementing bilingual/bicultural preschool instruction programs. A workshop was held in October, 1976, to familiarize the twenty Head Start programs with the purpose and structure of the Resource Center and the delivery of services under the first year contract.

In addition to the Resource Center, InterAmerica provided four days of on-site T/TA for bilingual education program development to the twenty Head Start programs identified. As part of the on-site T/TA, InterAmerica designed a strategy for development of bilingual education instructional programs for Head Start projects. The strategy included identification of program strengths and needs for bilingual program development, as well as a first year plan for each site. The first year of T/TA was evaluated by the twenty pilot sites successfully. All twenty pilot sites elected to continue in the second year program. As part of the bilingual program development, a workshop was held in April, 1977, for two persons from each of the twenty Head Start programs to identify processes and materials currently available to assess Head Start bilingual programs.

During the first year, one of the pilot Head Start program directors decided that one of the on-site T/TA days would be used to bring the entire staff to Denver for a tour of the Resource Center and for a materials demonstration workshop by the InterAmerica Resource Center staff. The workshop proved to be most successful. The use of bilingual materials tripled for that Head Start staff group after the field trip and the materials demonstration.

In this second year of operation, five days of on-site T/TA will be given to each of the pilot programs. Because the bilingual materials demonstration workshop had proven so successful with the one pilot site during the first year, a bilingual material demonstration and early childhood bilingual education overview workshop is currently being conducted at each of the twenty pilot sites. The feedback has been very positive. Head Start staff are pleased to have a "hands-on" opportunity to review many materials and have numerous ideas presented on how to use the materials. The use of bilingual materials has tripled by those Head Start centers which have already had the workshop to date, over the use of those Head Start projects that have not.

The remaining four days of bilingual T/TA will consist of "in the classroom" demonstrations of teaching bilingually with Head Start children in a bilingually planned lesson. It seems that while many Head Start staff know "about" bilingual education, the process of preparing lessons and "actually" teaching and functioning bilingually is not well understood. The classroom demonstrations have proven effective in assisting Head Start staff in the pilot programs to implement bilingual programs more readily.

There is a direct positive correlation between those programs that are heavily involved in the use of materials from the Resource Center and the development of bilingual Head Start programs. Those that are using many materials have a much stronger bilingual program, and are more enthusiastic about teaching bilingually and involving the culture in all aspects of the curriculum. Those programs that have used fewer materials appear to have fewer bilingual activities planned as part of their total curriculum.

During this second year of operation, all Head Start programtees in Region VIII are eligible to use the materials from the Resource Center. Only the original twenty pilot programs, however, will receive T/TA in early childhood bilingual education and in the use of the materials. InterAmerica does not anticipate that the use of materials will be extensive by those Head Start grantees not receiving T/TA and help in how to use the materials. It has been our experience that training Head Start staff in bilingual education programming and in the use of preschool bilingual materials results in greater usage by those staff of the bilingual materials.

In addition to the five days of on-site T/TA to the twenty pilot programs in Region VIII, InterAmerica provided a major three-day bilingual training workshop on October 19, 20 and 21, 1977, in Denver. The purpose of the workshop was to provide intensive training in methodology and techniques for integrating bicultural aspects, including the use of Spanish, into all areas of the Head Start bilingual curriculum. As the word spread concerning the bilingual training workshop, other Head Start grantees in Region VIII called and asked to send staff at their own expense. Enthusiasm for Head Start bilingual education programming is growing as Head Start staff become increasingly aware of material and training.

Research On Bilingual/Bicultural Preschool Child Development

CONFERENCE PROCEEDINGS

There is limited empirical research in the area of bilingual/bicultural education, especially when it relates to the bilingual/bicultural preschool child. There are many questions still to be addressed regarding the bilingual child's socialization, the child's language and cognitive development, and parent-child interactions. Therefore, research continues to be a vital part of the Head Start Strategy for Spanish-Speaking Children. ACYF has funded and continues to fund research development projects which focus on areas pertaining to the bilingual preschool child. This section describes two of these research projects.

BILINGUAL TRANSFER IN CHILDREN DURING ACQUISITION

Presented By:
Eugene E. Garcia, Ph.D.

Although bilingualism has been defined in numerous ways (see for instance Weinrich, 1953; and Haugen, 1972), a firm definition is still unavailable. Minimally, any definition must consider the degree of language comprehension (receptive language) and language use (expressive language) for each language within and across usual linguistic parameters. Therefore, it is possible to consider someone a "bilingual" who may comprehend two languages at some level (some lexical items, and some morphology and syntax) but only speaks one language. Additionally, a "bilingual" may be a competent speaker (in terms of lexicon, phonology and syntax) but may fail semantically, in one language.

One of the more interesting, controversial and important issues related to early childhood bilingualism is the influence of acquiring two languages across these varied linguistic parameters. This phenomenon has traditionally been defined as language "interference." This term has gained multiple meanings with respect to bilingualism as is shown by its acquisition of various modifiers: "linguistic interference", "psychological interference" and "educational interference" (Saville, 1971). "Interference" or negative transfer might account for language substitution errors in which lexicon of one language is mixed with that of another within any single utterance. Additionally, errors in morphology, syntax or semantics in one language may be related to transfer effects. In some cases, specific forms of language disorders and decreased rates on linguistic development have been attributed to the simultaneous task of learning more than one language (Zendel, 1949).

It is these "possible" outcomes which have led to an educational quandry concerning the instruction of more than one language. Reported results and implementation methodologies of bilingual education programs vary throughout this country and throughout the world (Geze, 1975). The specific instructional model may vary with respect to its handling of the two languages. In some cases, instruction in and of a specific language is temporarily separated so as to decrease "confusion"; in others, languages are mixed so as to increase "normal" out-of-school speech patterns. Empirically, it is not clear exactly how language mixing or separation retards, assists, or has no influence on bilingual acquisition.

Recent research in early bilingual development has addressed this important phenomenon using the methodology of

other psycholinguistic studies of early learning acquisition:

1. Language samples are gathered over a reasonable period of time from the same children.

2. These samples are analyzed phonologically, morphologically, syntactically and semantically for developmental changes correlated with age.

3. Most importantly, an analysis of language transfer is performed to indicate if, when and how errors in either language might indicate transfer of forms between the two languages (Dulay and Burt, 1972; Ervin-Tripp, 1973).

Unfortunately, results obtained via this procedure need to be tempered due to the method employed. That is, this type of investigation requires one major assumption: any "interference" utterance, as defined by the contrasting rules of the two languages under investigation, is causally related to an interactive influence of the languages. This need not be the case. For example, linguistic observations of a young child may produce the following utterances: 1) "Did you see that carro?"; or 2) "El boy is going with us." A contrastive analysis of Spanish and English would lead us to consider the underlined portions of these utterances as "interference". Yet, an empirical analysis of the child's total linguistic input system might indicate that this type of linguistic format is his only model. These utterances are not a function of one of the child's language structures operating on the other. Therefore, it would seem inappropriate to consider these utterances forms of or symptoms of transfer. (For a clearer description of the above forms of codeswitching in Chicano Spanish see Lance, 1975.)

With respect to early childhood bilingualism, research concentrating on the transfer of learning must consider more than the general error productions of children as they relate to a general contrastive analysis of the two languages presumed to be involved. Additionally, this transfer analysis must be made available in both directions. The form of the question might be as follows: "How does present language learning affect new language learning, and how does new language learning affect previous learned language forms?" This question must be addressed across each language both from a positive and negative perspective. (It is just as logical to expect a previous language to assist as well as hinder.) At a descriptive level, this strategy requires knowledge of present structures in each language, then tracking these and future language change so as to make correlational analysis available for inspection.

From an experimental perspective, it would seem appropriate to consider the interactive effects of bilingualism during acquisition as a special case of response generalization. Generalization is a more general construct which links nonmanipulated dependent variable changes to manipulated variable changes (Garcia and Dehaven, 1974). Therefore, this phenomenon would concentrate on those changes in one language which occur as a function of changes in the second language. For research purposes, this conceptualization calls for an experimental strategy requiring the manipulation of one language while concomitantly measuring the effect of that change on the second language. This type of approach would allow specific causal relationships to be identified between changes in manipulated language forms and concomitant changes in previous acquired language forms.

The present study exemplifies the investigation of bilingual instruction with experimental procedures aimed at isolating the direction and form of language change under these circumstances. Specifically, the acquisition of prepositional labels at the receptive and expressive levels in one language was manipulated. Subjects were children who indicated some level of receptive and/or expressive competence on these prepositions in either Spanish, English, or both Spanish and English. Training was introduced on those prepositions for which correct responding was at a low level. In this way the transfer effect (both direction and form) across receptive and expressive domains was provided during acquisition phases.

Method

Subjects and Experimental Stimuli

Eight Mexican-American children, ranging in age from 3 years, 7 months to 4 years, 10 months (mean age of 4 years, 3 months), all from bilingual, Spanish-English home environments, served as subjects. These children were members of low socioeconomic families and did not exhibit any teacher-reported physical (or intellectual) disabilities.

The experimental stimuli consisted of nine black and white plastic drawings (4" X 5½") representing three positional concepts: on (arriba de), behind (detras de), and under (debaja de) taken from the Northwestern Syntax Screening Test. A description of each card is presented in Table 1.

Table 1. Description of the Twelve Experimental Stimuli

English	Spanish
The cat on the table	El gato arriba de la mesa
The cat behind the table	El gato detras de la mesa
The cat under the table	El gato debajo de la mesa
The cat on the bed	El gato arriba de la cama
The cat behind the bed	El gato detras de la cama
The cat under the bed	El gato debajo de la mesa
*The cat on the chair	*El gato arriba de la silla
*The cat behind the chair	*El gato detras de la silla
*The cat under the chair	*El gato debajo de la silla

*Probe items

Pretests

Two pretests were administered to each subject to determine linguistic ability prior to any experimental manipulation. These pretests used the probe items identified in Table 1. (Prior to any pretest, all subjects were asked to point to items portrayed in the pictures to insure their linguistic labeling skills with respect to items portrayed in the pictures. Responding on these trials necessitated a 100% correct response criterion prior to inclusion in the study.) On receptive pretests, the experimenter instructed the subject in either Spanish or English to point to the specific card which described a specific preposition. An expressive pretest consisted of displaying a specific card and asking the position of an item (the cat) displayed on the card. Each trial began by displaying the training card and asking, "Where is the cat? Is he behind, under or on the chair?" or, "A donde esta el gato? Esta detras de, debajo de or arriba de la silla?" (The order of the presentation of the three concepts was randomly determined.) The experimenter did not correct or deliver consequences for subject responses.

Receptive Training

During training trials, four cards, each representing one of the three prepositional concepts, were displayed to the subject. These cards were changed intermittently (after every five trials) so that all training cards were used during this part of the session. During training, the experimenter instructed the subject in English (or Spanish) to show her the specific card which described the concept being trained. Each trial began with the experimenter placing four cards on the table and saying,

"Ensename (the description of the training card)." ("Show me" replaced "Ensename" on English trials.) If the subject did not respond after ten seconds or responded incorrectly, the experimenter repeated the instructions and then took the subject's hand and placed it on top of the correct picture card. Correct response received verbal approval as a consequence; incorrect responses were followed by an appropriate model. At the end of the trial, the experimenter picked up the cards, shuffled them and started a new trial. On a variable ratio, five schedule (VR5 or five responses on the average), a piece of candy was paired with the social consequence. There were twenty training trails in each session during the first training phases of the study.

The subjects were trained in Phase 4 when performance on the three previously independently trained prepositions was below criterion performance (three correct responses out of four presentations) by the end of Phase 3. During Pase 4, four more trials were added to the twenty trials in the training session. The session was divided into three sequential steps. In Step 1, the subject was trained in the use of one preposition. Training trials for this preposition persisted until the subject correctly responded on four out of six consecutive trials. In Step 2, a second preposition was introduced and the two prepositions were trained in a random sequence until citerion performance was reached for that step (i.e., four consecutive correct responses). All three prepositions were randomly trained in Step 3. No criterion performance was necessary for the completion of Step 3; it was terminated when the subject completed the twenty-four trials. However, it was not necessary for the subject to go through all three steps during the session. (The subject could remain at any step during the twenty-four trials if he did not reach criterion performance for that step.)

Expressive Training

During training trials, the subject was shown one card displaying the preposition undergoing training. The training cards (described in Table 1) were changed intermittently to insure the training items were presented in a random order. Each trial was begun by placing the card in front of the subject; the experimenter then pointed to the card being trained and asked, "A donde esta el gato?", or, "Where is the cat?", depending on the language being trained. If the subject did not respond after ten seconds, the subject was asked to repeat an experimenter's corrected response. After correctly imitated responses, as well as correct responses to the initial question, subjects received verbal approval ("good", "que bueno", etc.). Twenty such training trials were included in each session and continued for six sessions

per preposition. (S_5 had only four training sessions for debajo; this was due to premature introduction of training for the third preposition.)

Probes

After each training session, subjects were exposed to an additional thirty trials consisting of twenty-four probe trials with six interspersed training trials. The probe pictures (see Table 1) were used during these trials. These pictures used exemplars of each preposition portrayed in the training pictures but not the same objects. (Use of this procedure allowed a measure of prepositional responding to pictures different than those used during training.) Each preposition was presented four times during this session in random sequence. Six training trials were randomly interspersed among probe trials. (Those pictures used in these trials were the same as those used during the last training session.)

For those subjects who received receptive training, receptive probe trials only were presented during these sessions. The procedure during these probe trials was the same as that used in the receptive pretest. After the completion of training on any phase, these subjects were administered an expressive probe session. Procedures during this session were the same as those during an expressive pretest. For those subjects receiving expressive training, expressive probe trials followed each training session. Following the completion of a training phase for each preposition, a receptive probe identical to the receptive pretest was given to each subject. This procedure was included in order to monitor any changes in the subject's receptive abilities as a result of expressive training in Spanish.

Design and Scoring

A multiple baseline design across tasks was used to demonstrate experimental control for all subjects except S_6. That is, training was introduced, sequentially, on one preposition at a time. For S_6, a reversal (A-B-A) design was used to demonstrate experimental control. Training was restricted to only one preposition, first trained in Spanish, then in English, then again in Spanish.

Scoring for each subject's responses took the form of correct or incorrect. For the receptive probe trials, a correct response was scored if the child pointed to or touched the appropriate picture cards (i.e., the card which described the preposition the experimenter verbalized) on the

first attempt. For expressive probe trials, a response was defined as correct when the response was clearly heard and comprehensible. Additionally, the exact verbal response was recorded so as to allow a further qualitative analysis of incorrect responding. Interobserver scoring agreement was assessed for 50% of pretest, training and probe sessions of the study. Agreement on a session-by-session basis ranged from 92% to 100% for receptive trials (overall average of 99%) for expressive trials.

Results

Receptive Training

Although training results are not graphically presented, each subject reached near 100% correct responding during each separate prepositional training phase.

During pretesting, S_1 and S_2 responded at 100% in Spanish and at 0% in English on receptive trials. Expressive responding was near zero for all subjects in both languages. When training was introduced on any specific preposition for S_1, S_2 and S_3, correct responding on receptive probes increased (from near 0% to near 100%) on the prepositions trained. No change in correct receptive or expressive responding was observed for prepositions in the nontrained language.

Expressive Training

Although training results are not graphically presented, each subject reached near 100% correct responding during each separate prepositional training phase on the preposition(s) undergoing training.

During pretesting, S_4, S_5 and S_6 responded at 100% in English and at 0% in Spanish on expressive trials. When Spanish training was introduced on any specific preposition for S_4 and S_5, correct responding on Spanish expressive probes indreased (from near 0% to near 100%) and correct English expressive responding decreased (from 100% to 0%). This phenomenon was replicated with each prepositional concept in a sequential manner.

For S_6, training on the first Spanish prepositional concept (debajo), resulted in an increase (to near 100% correct responding) during trials for all Spanish prepositions. A corresponding decrease (to 0%) in expressive responding for all English prepositions also occurred. When the English preposition (under) was trained, an increase in correct expressive responding for all English prepositions resulted with a concomitant decrease in correct expressive Spanish responding for all Spanish prepositions. This effect was replicated by reintroducing the training of debajo.

During receptive pretesting for these same three subjects (S_4, S_5 and S_6), English responding was at 100% for all subjects while Spanish responding ranged between 25-100%. English receptive responding remained at 100% throughout the successive components of the study for each subject. Spanish receptive responding fluctuated between 25-100%, but tended to remain at near 100% for each subject. Therefore, while correct English expressive responding was affected differentially as a function of the experimental manipulations, correct receptive responding in English was never affected.

For S_7 and S_8, the results from the pretest indicated a Spanish dominance for these same prepositions. Therefore, training was directed at English prepositions. The effect of training on probe responding was similar to that of S_4, S_5 and S_6. That is, as correct responding on trained English prepositions increased, decreased correct responding on Spanish prepositions was observed. Again, the effect was replicated within each subject.

A qualitative analysis of subject expressive responding was performed by assessing the forms of subject errors on expressive probe trials. Almost all response errors (85-100% of errors in each session) were of a language substitution type. For example, during the training of the preposition debajo, an English error response almost always took the form of the conceptually correct but linguistically incorrect production, "debajo." For S_6, who was trained in both English and Spanish, this effect wa also observed. That is, during Spanish training, English errors took the form of conceptually correct Spanish productions; during English training Spanish errors took the form of conceptually correct English productions.

Discussion

The present study has suggested an experimental analysis of bilingual development during acquisition. By manipulating the linguistic competence in one language and monitoring effects of this manipulation on both languages, a cause-effect analysis of between-language interaction was possible.

The results of this study indicate that expressive acquisition of specific prepositional labels in Spanish led to a distinct change in the expressive use of these same prepositions in English. This effect was replicated within each subject (across prepositions for S_1 and S_2 and across "sets" of prepositions for S_3). Although this change took place, there was never any indication of English receptive linguistic change. Measures of receptive language remained near 100% for all English prepositions throughout the study.

It is important to point out that the training of prepositional forms with specific stimuli arrays had a generative effect. Recall that stimulus cards used during probe trials differed from stimulus cards used during training trials. These differences in stimulus items held constant the prepositional relationship. Because subjects responded to these in the same manner as they did to training stimuli, it seems appropriate to conclude that subjects were in fact generalizing from trained to nontrained instances of the prepositions. It is this generative characteristic which allows the conclusion that the subjects "had" the concept and were not memorizing reinforced responses particular to the training pictures.

The results clearly indicate that the acquisition of linguistic competence in a second language at the receptive or expressive level did not disrupt the previously identified receptive competence of these children on the language not receiving training. Koler (1968) reports a similar relationship between comprehension for bilingual college students who were asked to listen to mixed-language statements. Those students scored much higher on a measure of comprehension (where they were asked to recognize knowledge transmitted in the statements) as compared to a measure of expression (where they were asked to rephrase knowledge transmitted in the statements). This difference raises several issues of applied and theoretical importance. Minimally, it suggests the complexity of bilingual acquisition across these specific dimensions of language.

The present study allowed for a qualitative analysis of the linguistic disruption observed. This was accomplished by recording all verbal responses on each trial. As was indicated in the results, almost all errors were linguistic substitution errors. That is, during the training of a Spanish preposition, errors to the English probe, "Where is the cat?", took the form of the correct prepositional relationship, but in Spanish. This lends further evidence to the notion that only linguistic responding was affected.

Several possible explanations must be considered for the reported effects. First, the present procedure called for an extreme emphasis (training) of one language with little

emphasis on the other. Spanish prepositional labels were systematically presented, corrected if incorrect, and received approval if correct. Correct English prepositional labels were never presented, corrected or approved if they occurred in any part of the study. It is likely that limiting the training to only one language and in a sense ignoring what was already known, resulted in the consistent decrease in first language use during the introduction of second language training.

Secondly, only one experimenter was involved in training. This experimenter "emphasized" only one language. Gumprez and Hernandez (1972) have suggested the powerful influence of contextual cues as they relate to language choice in bilinguals. It is very possible that such an influence was occurring here with respect to the subjects' perceived importance of the training language transmitted to them via the experimenter's behavior.

Thirdly, a methodological issue must be considered. Testing for language disruption took the form of intermixed probe trials (intermixing English with Spanish probe trials). This particular technique may have led to a failure of the subject to discriminate the language of the experimenter's question. Therefore, the obtained results may have been a function of measure and not the training which occurred prior to the measure. There is little independent data to suggest this particular conclusion. In fact, previous research in the area of codeswitching (Gumprez and Hernandez, 1972) suggests that bilinguals tend to differentiate linguistic modes. Additionally, the present data does indicate that children were responding correctly across the different prepositions which were displayed to them (they were not just responding with one preposition). Therefore, they were discriminating across some dimensions of the task.

In summary, the present study has attempted to provide an experimental analysis of interlanguage transfer in young bilingual children. The effects seem to be experimentally defendable due to the replication observed within each subject. The study raises important methodological, procedural and theoretical issues related to the study of linguistic transfer during early childhood bilingual acquisition and/or instruction. Similar studies using this methodology across varied linguistic parameters will add significant understanding to this important phenomenon.

A DEVELOPMENTAL STUDY OF SPANISH-ENGLISH PRODUCTION IN BILINGUAL CHILDREN

ABSTRACT*

Presented By:
Eugene Garcia, Ph.D.

Three-, four-, five-, six- and seven-year-old Spanish/English bilingual children and English monolingual children were asked to imitate Spanish and English lexical and syntactic constructions. Lexical items contained phonemes which have been previously identified as "high risk" for monolingual speakers of Spanish or English. Therefore, specific error patterns were predictable. Sentence constructions emphasized plurality, possessiveness and adjective-noun word order. The results indicated that monolingual and bilingual children did not significantly differ on English imitations with both groups scoring at near 100% correct. As expected, bilinguals scored significantly higher than monolinguals on all Spanish tasks. Errors for both bilinguals and monolinguals on Spanish sentence tasks took the form of omissions. These results indicate that Spanish competency on tasks like these does not "handicap" similar competencies in English for bilingual children at these age levels.

MOTHER-CHILD USE OF SPANISH AND ENGLISH IN A BILINGUAL PRESCHOOL ENVIRONMENT: A SOCIOLINGUISTIC EXPERIMENT

ABSTRACT*

Presented By:
Eugene Garcia, Ph.D.

Eight bilingual mothers and their ten children (ages two- to five-years-old) participating in a coop preschool were observed over a twenty-eight week period with respect to their use of Spanish and English. Observations were conducted during instruction and freeplay periods on a daily basis. For the first nineteen weeks of the study, no difference in English production for mothers across settings was observed. Children's English production was higher than mothers' in both settings, and was higher in freeplay than during instruction periods. Spanish production by mothers

*Copies of the complete article may be obtained from the author at the Department of Psychology and Chicano Studies, University of California - Santa Barbara.

was higher during instruction settings; Spanish production by children was lower than English in each setting and was almost nonexistent during freeplay. During the last nine weeks of the study, a simple experimental language immersion procedure was implemented during freeplay. (This procedure was implemented twice so as to evaluate its effect experimentally.) Children's Spanish increased substantially in freeplay during the immersion manipulations. Results are discussed in terms of bilingual education curriculum.

AN ANALYSIS OF LANGUAGE MIXING DURING BILINGUAL MOTHER-CHILD INTERACTIONS

ABSTRACT*

Presented By:
Eugene Garcia, Ph.D.

Five mother-child, bilingual, Spanish/English pairs were recorded for fifteen minutes each month over a five-month period. Mixed language utterances for mothers and children were divided into three categories in order to allow a more exact analysis of mixed language usage: 1) Codeswitched (Example: "She's not big, y que es esto?"); 2) Translated (Example: "¿Que es zapato? What's a shoe?"); and 3) Instructional (Example: "En espanol, ¿que es girl?"). Results indicate that mixed language utterances were infrequent. More were observed in mothers' speech than in children's speech (10% for mothers, 2% for children). With respect to the three categories of language mixing, mothers codeswitched 5% of the time (5% of mixed utterances were of the non-codeswitched variety); children did so only 1% of the time. These findings suggest that codeswitching is minimal among mother-child pairs and that the nature of conversational codeswitching is different among mother-child interactions than that reported for adults.

* Copies of the complete article may be obtained from the author at the Department of Psychology and Chicano Studies, University of California - Santa Barbara.

CHILDREN'S HEART PROGRAM PROGRESS REPORT ON
STUDIES RELATED TO THE SPANISH-SPEAKING CHILD

A Study of Parental Resistance to Diagnostic and Remedial Heart Care - Recommended Approach

Presented By:
J. Rafael Toledo, M.D.

In spite of a rapidly advancing technology enabling us to prevent, diagnose and treat a large number of disorders, there are a substantial number of individuals who fail to adopt healthier life styles or do not follow recommended medical advice to different degrees. This behavior is often considered as an inappropriate response and such patients are usually called non-compliers.

On the other hand, the patient's response could be merely the result of the wrong approach. In this case, by changing the stimulus, a more appropriate response might be elicited. For this reason, we suggest the term non-adopters instead of non-compliers.

This study has been designed to identify the main variables involved in the parental decision to adopt or reject the proposed medical-surgical management of a cardiac child. Non-adoption was defined as the refusal to allow the performance of a diagnostic heart catheterization, cardiovascular surgery or failure to keep three or more clinic appointments.

The subjects were families of children served by the Children's Heart Program of South Texas (CHP). The CHP delivers subspecialty health care to a rural area of 27,000 square miles. Most of its patients are Mexican-Americans and among the poorest in the state. The detection of heart disease in a child creates considerable stress in a family sometimes unable to make informed decisions, often choosing not to follow the recommended action. Such behavior may drastically influence the child's future, often making the difference between life and death.

If people behave according to their perception of the world, behavior change may be facilitated by understanding such perceptions. A multidisciplinary team which included three anthropologists, two psychologists, a sociologist and a physician conducted sixty-four intensive interviews directed to understand the patient's perception of the heart and heart disease. Then, a questionnaire was constructed and administered to thirty quasi-randomly selected families who adopted our suggested management and nineteen families who

did not. They included demographic information and questions designed to explore the attitudes and behavior thought to bear some relationship to the way they had handled their child's disease.

The questionnaires were administered in the language of their choice (English or Spanish) and included open-ended and forced-choice questions related to financial costs, transportation, religion, lay healing, trust in health personnel, fear, knowledge of the disease, family dynamics, previous experience with medical institutions and their perception of the severity of the illness. A Chi-square test revealed no statistically significant difference between groups in most of the items in the questionnaire. An analysis of the open-ended questions revealed that the main reason for non-adopters to refuse a heart catheterization or surgery was fear - fear of "something" happening to the child. Forty-four percent (44%) of the non-adopters, when asked the reason for their refusal, gave responses reflecting fear of death, and 8% said they would feel guilty if something happened to their child during treatment. In most cases, the fear seemed to be related to adverse comments from relatives or friends, or to previous experience with heart diseases in other children or adults in the community.

Forty-seven percent (47%) of the adopters, when asked why they went along with the doctor's advice, responded that they wanted what was best for their child, and 43% said they knew the doctor's decision was the best - both answers reflecting trust in the health professionals.

In only 8% of the cases could a member of either group have based a decision solely on knowledge and understanding of the cardiac lesion. Thirty-five percent (35%) of the patients had some idea and 57% had no idea of the basic anatomy of the heart or its function. In neither instance was patient knowledge considered to be adequate to make an informed decision.

Most adopters trusted the doctor's perception of the situation over their own. Often cardiac children are asymptomatic and the family has to believe what the "doctor sees" since they "see nothing wrong with the child." Non-adopters tended to trust their own perception, and if they didn't see anything wrong they often deduced that a heart catheterization or surgery was a high risk to take, even in cases when they had been reassured that the risk was extremely low.

With the information gained, a structured approach was designed to induce twelve non-adopters to reconsider their decision. Of the twelve families interviewed, ten have adopted our proposed management. In six of them, the average time of resistance to change had been 35.8 months in spite of efforts to convince them of the benefits of the proposed therapy. The number of encounters

to achieve such purpose prior to our intervention is difficult to estimate accurately since often it was not recorded. They became compliers after an average of 2.5 months between our initial contact and the date of acceptance.

Summary and Comments

Sixty-four intensive interviews and forty-nine questionnaires administered by a multidisciplinary team to two groups of parents of children with congenital heart disease revealed that the main difference between adopters and non-adopters was that, whereas unfounded fear of diagnostic catheterization and surgical treatment was admitted by subjects in both groups, it prevented most non-adopters from consenting to tests or surgery. Adopters tended to trust the doctor's judgment over their own, and non-adopters needed to see some evidence of heart disease before believing their child to be affected, especially in cases where he or she was asymptomatic.

In spite of routine parent education, most of them had a rather distorted idea of their child's problem, often creating elaborate and ingenious explanations based on fantasy rather than facts. In patients that base health-related decisions on their own interpretation of the world, this can prove to have fatal results. The value of formal education to provide people with basic information regarding the body and its functions minimizes their risk of being victims of fantasy and folklore. We urge you to consider our report when developing school curriculums since knowledge in any area is much more useful to a healthy, alive person.

Functional Murmurs Among a Sample of Mexican-American Children

Presented By:
George T. Phillips, M.A.

Primary Goal

One of the primary goals of the Children's Heart Program of South Texas is to build a health education model.

We hope to utilize this model not only in working with the patient who has heart disease but also to offer this for use by all health professionals and health educators interested in the health and well-being of the Chicano child.

In order to build this model, we need to know what ideas and information influences the parent in the health care of their child. We constructed a questionnaire to document this data.

Heart Murmurs

Eighty to ninety percent (80 to 90%) of all children seen in a pediatric cardiology clinic are referred and diagnosed as having functional or innocent murmur. A functional murmur is a sound that the heart makes as the blood is pumped through the heart. And that's all it is! Simply a sound. It does not indicate any heart disease or malformation of the heart. As Bergmann & Stamm, in the New England Journal of Medicine, labeled it, it's really "cardiac nondisease."

Now there are other murmurs that do indicate heart disease, but not the functional murmur.

A number of studies have shown that this process of labeling, as most labeling processes, carries a negative impact on the child and his parents. Anglo higher educated parents have treated these kids with functional murmurs, which is basically, again, a normal heart, as if their lives were in jeopardy. Restrictions placed by parents on their children have ranged from total bedrest to restricted play.

Since studies have demonstrated that parental education, knowledge of someone with heart disease, and poor physician-parent communication influenced these pejorative practices by parents, we decided to also examine our patients and see what they think and what they have been told about their child who has a functional murmur.

Sample

The sample consisted of sixty children from four clinics of the Children's Heart Program of South Texas located in Brownsville, Corpus Christi, Laredo and Pharr, Texas. Seventy percent (70%) of all kids in the sample were referred by public health nurses in health screenings held in Head Start, Title 19 and city-county health departments.

Keep in mind that this study took place in one of the most economically deprived areas of the United States, in an area having lower education in comparison to the rest of the country and profound health problems directly related to poverty; an area lacking sufficient health manpower; a bilingual/bicultural area of the country. The sample population reflected these statistics:

1. Fifty-eight percent (58%) of all parents in the sample made less than five thousand dollars annually.

2. Eighty-nine percent (89%) of all parents lacked a high school diploma.

3. Forty-two percent (42%) had less than a sixth grade education.

4. Twenty-five percent (25%) spoke Spanish only.

5. Forty percent (40%) were bilingual, but spoke Spanish predominantly.

Questions and Findings

We administered a questionnaire to parents (mainly to mothers) asking about their beliefs on the reason or origin of the murmur, knowledge of murmurs and heart disease, and now that she has been told that her child is normal, how she is going to care for him. We found the following:

1. Formal education of parents influenced the care of the child. The less education a mother had, the more restrictions she is going to place on her child with a normal heart in his activities. The more education, the less restrictions she will place on him.

2. Knowledge of someone else with a murmur had little influence on the care of the child since only 28% did. Only 31% of the parents knew someone with heart disease.

3. As to the origin of murmur and what a murmur is, we found that 65% of all parents believe that functional murmurs are a form of heart disease.

4. Twenty-nine percent (29%) believe that children get murmurs due to a problem during pregnancy. One of the frequently used examples of this was one in which mother believed that during pregnancy the parents quarreled or argued, and this caused a sadness in the fetus, and the sadness was so profound it literally broke his heart.

5. Thirty-six percent (36%) of parents believed that, again, sadness was the reason for the murmur, only it occurred after the child was born. This time, the child would witness a sad event or a frightening event, and this caused a murmur in the child.

6. How are they going to treat the child now that a cardiologist has definitely ruled out heart disease? Only 45% of parents admitted that they were not going to place any restrictions on the child. Fifty-five percent (55%) stated that even though they were told and explained in a thorough manner that their child was normal, they were still going to restrict their child and treat him or her as if their life were in jeopardy.

Factors

Education was already explained as an important factor. Language or cultural orientation was not. Parents that spoke only Spanish were, for the most part, going to treat their child normally. Bilingual parents, especially those that professed Spanish, preferred more ambiguity and were going to treat their child abnormally.

What does this Study Show?

1. We need to change the methods of educating parents on the care of children. While this study was conducted in a pediatric cardiology clinic, we believe that this study had implications for other areas of physical and mental health. Labeling a child as asthmatic or allergic or mildly retarded which facilitates the care of the child in a health setting, unneccessarily may disrupt the family environment and may also

lead to emotional problems for children. [illegible] time should be spent by professionals in [illegible] educating parents on health problems. [illegible] to spend more in constructing a model of health education.

2. Health organizations are not doing their part in mass education; in particular, I speak of the American Heart Association. It is time that the Heart Association return the dollars to the Chicano community by educating through radio and television, in Spanish, the Chicano community on heart disease. Other health organizations owe the same debt to the Chicano community.

3. A great deal more research needs to be implemented on the health care of the Chicano child. Our research is only a first step in the long, long road to eventual knowledge on how to educate the Chicano parent.

4. We need to take the mystery out of the human body. At the present time, we rely mainly on the high school biology class. As I have cited previously, only 11% of our [illegible]mple reached that level of education.

How about starting now, let's start at the Head Start level. Let's start teaching kids about their bodies, how it functions and how to take care of it. We firmly believe that only through education can we make informed, rational decisions concerning our health and that of our children.

Another Related Effort - Graduate Fellowship Program

CONFERENCE PROCEEDINGS

An ACYF program which impacts on the Head Start Strategy for Spanish-Speaking Children is the Graduate Fellowship Program in the Early Childhood Development of the Spanish-Speaking Child. The lack of research on early childhood development related to minority groups has grave implications for the overall welfare and education of the Spanish-speaking child. This particular program was therefore funded in an effort to rectify this situation. This program provides fellowships to graduate students who are interested in specializing in the early childhood development of the Spanish-speaking child. A detailed description of this program is offered in the following section.

GRADUATE FELLOWSHIP PROGRAM IN THE EARLY CHILDHOOD DEVELOPMENT OF THE SPANISH-SPEAKING CHILD

Presented by:
Margie Mancillas, Project Director
Lisa Tempesta, Administrative Assistant

The National Council of La Raza's conceptual idea for a graduate fellowship program in early childhood development was to promote research and services benefiting the Spanish-speaking child. This would be accomplished by expanding the national pool of social scientists, to include a greater number of persons wishing to address the unique needs of children of Spanish-speaking minorities. Although the approach represents a long-term strategy for the Spanish-speaking child, the approach is expected to yield another benefit, which is to attract more minority group members to professional training in early childhood development. Along side this, and with the financial support to such applicants, the project will contribute to equal opportunity for minorities in higher education.

A review of grants for research, demonstration and evaluation studies by the Administration for Children, Youth and Families (ACYF) suggests relative inattention by the social science research community to the special, unique needs of children of Spanish-speaking minorities. However, ACYF has in recent years shown a continuing interest in addressing the special needs of disadvantaged children. Also contributing to the increase has been the arrival of a few, recently-trained Chicano social scientists who have turned their attention to research issues posed by the special problems of their communities. Even so, many of the research priorities identified by ACYF have not been addressed in terms of the unique needs of Spanish-speaking children. Members of ACYF's research advisory panels believe that a principle cause of this relative inattention is the lack of grant applications in these areas from qualified social science researchers. The lack of research findings and conclusions on early childhood among minority groups has had grave consequences to Spanish-speaking children's welfare.

Many agencies having the responsibility for protective services, day care, child development, education and other services have seemed reluctant to address program content and service delivery issues posed by minority groups in the absence of compelling research findings on the subject. Thus, the growth of policy and program-relevant literature on the Spanish-speaking child will assist program administrators, advocates and researchers in their efforts to meet their respective mandates. There is a greater need to examine priority areas in the field of child development such as the child welfare system, television and children, preschool child development, developmental continuity, etcetera. There is also a need to conduct social policy studies

which examine the present body of literature for implications for treatment of developmental problems of the Spanish-speaking child. The presence of more researchers interested in early development of the Spanish-speaking child would therefore promote advocacy on behalf of that child, subject to the constraints and objectives of the research community.

Presently there is reflected disinterest in the Spanish-speaking child within the research community; this stems in large part from a shortage of members having an intuitive grasp of the painful urgency of the unique problems. There is now a trend being developed by graduate schools' academic departments and professional programs to provide special financial aid and recruitment programs in an effort to attract more minority students into their respective disciplines. This has been facilitated through the availability of earmarked graduate minority traineeships from several federal agencies. ACYF's entry into minority graduate student support was marked by its grant to Black Analysis, Inc., for stipends for social science students.

The National Council of La Raza is directing such an effort through their recently-funded ACYF project, The Graduate Fellowship Program in the Early Childhood Development of the Spanish-Speaking Child. The project involves the awarding of fellowships to graduate students interested in specializing in the early childhood development of the Spanish-speaking child and demonstrating financial need. The granting of these fellowships is not only to increase the number of Hispanics in this field but to stimulate more research in the area. In order, then, to achieve the purpose to which this project is directed, three major objectives were defined. They are to: 1) seek out graduate students and prospective graduate students likely to be qualified to pursue social science training specializing in early development of the Spanish-speaking child; 2) provide financial assistance to those pursuing such studies; 3) facilitate their research interests in issues of particular relevance to the Spanish-speaking child; and 4) assist them in finding employment or research support for subsequent work in that area.

The search for prospective graduate students will focus on Spanish-speaking student populations which have the highest proportion of students inclined toward an intuitive appreciation of and a personal interest in the special needs of the Spanish-speaking child. Priority will be given to recruitment efforts among undergraduates in suitable majors who are at the point when application to graduate school is typically made. An effort will also be made to reach students already admitted to suitable graduate programs whose research interests are as yet undecided, or whose continued training in child development is jeopardized by lack of financial support. The search will be a national effort, decentralized throughout the geographic areas represented by the National Council of La Raza. The emphasis of the outreach

effort on Spanish-speaking student concentrations will not be matched by a similar emphasis in the selection process. Applications from all qualified prospective graduate students with suitable interests will be welcomed. Selection of students to receive financial assistance will be without regard to race, ethnicity or other criteria inappropriate to the academic setting.

Provision of financial assistance will be in the form of fellowship stipends. Fellowship awards will be made on the basis of academic qualifications, relevance of research and career goals to early childhood development and the Spanish-speaking, and actual financial need. The amount of annual stipends will vary as a function of financial need.

Facilitation of relevant research interests will serve both conceptual and motivational objectives. The fellowship program will expose recipients to relevant literature and research in progress, and familiarize them with the state of the art with respect to Spanish-speaking children. There will be a particular emphasis on significant gaps in the present literature that bear on public policy issues of major consequence to the welfare of Spanish-speaking children. This will serve not only to identify alternative topics for their own dissertations and subsequent research, but will also help them appreciate the public policy and child welfare impact they might achieve. The purpose would be to refine and intensify whatever personal desires recipients already possess to meet the special needs of the Spanish-speaking child.

Assistance with search for subsequent employment and research support will occur during and following dissertation research. Particular attention will be given to opportunities and resources offered by ACYF and other offices within the Department or Health, Education and Welfare. Entry into civil service will be facilitated, with exposure of fellows to alternative employment settings. For those who find themselves headed for appointments at academic institutions or research foundations, there will be familiarization with the grant application process and priorities of ACYF's Research and Evaluation Division and other public and private sources of support for research in early childhood development, education, and other inclusive areas. In some cases, the possibility of dissertation research in a suitable employment setting would be explored, with provision for academic supervision of the student's work for a client or employer. The possibility of other public or private grant support for dissertation research might also be explored in an effort to conserve fellowship resources for a larger number of recipients.

The objectives described here represent the long-range strategy advocated by the National Council to promote research and services benefiting the Spanish-speaking child. It amounts

to an investment in human capital in a highly specialized field, coupled with facilitation of the personal motivations of recipients who bring to the program a desire to serve the Spanish-speaking child. The efficient pursuit of the proposed objectives requires an approach for which the National Council is uniquely suited.

Approaches to the Dissemination of Models & Materials

CONFERENCE PROCEEDINGS

Bilingual/bicultural curriculum as well as staff training models and materials are close to completion. It is now important to answer the question of, "Where do we go from here? How can these models and these materials have a far-reaching, positive impact on the children that are served by Head Start and similar programs?" Their dissemination and usefulness to local Head Start agencies is therefore of utmost interest to the developers as well as the consumers of these products.

Conference participants played an active role in identifying issues which must be considered when developing a dissemination plan. A summary of these issues and a response to the question of, "Where do we go from here?" are included in this particular section of the Proceedings.

DESSEMINATION STRATEGIES FOR ACYF: BILINGUAL EDUCATIONAL MATERIALS AND RESEARCH

Presented By:
Ernest M. Bernal, Jr. Ph.D.
University of Texas at San Antonio

General Considerations in Dissemination and Utilization

The Administration for Children, Youth and Families (ACYF) has made a considerable commitment to understanding and educating bilingual children, particularly limited English-speaking-ability (LESA) children. Head Start (HS) in general and Project Developmental Continuity (PDC) have important bilingual components. Several bilingual Child Development Associate (CDA) training models are being developed, as are two bilingual programs for training CDA trainers. Four bilingual curriculum models are also being designed and tested in the Bilingual/Bicultural Preschool Curriculum Development Project. The Resource Network in Denver is devising bilingual training and technical assistance (T & TA) strategies for ACYF funded field sites. Also, a number of research studies dealing with bilinguals have been funded by ACYF, and a test development effort (EL Circo, conducted by Educational Testing Service) for Hispanic children will be completed this year (1978).

These divers and diverse enterprises are yielding knowledge products and materials which represent the most current thinking and practices vis-a-vis bilingual or LESA children, a substantial segment of the young children whom ACYF is mandated to serve. It is imperative that these projects impact these children in the field, perhaps primarily through such ACYF sponsored programs as HS and PDC, but also through programs offered through other federal agencies (e.g., Title I Migrant, Title VII Bilingual Education) or by the State (e.g., state-supported kindergarten and bilingual programs). Dissemination strategies which effectively realize the utilization of these products and materials by practitioners have to be discussed, decided upon and implemented by ACYF.

This paper recommends a set of dissemination and utilization (D & U) strategies which the author deems appropriate for ACYF to adopt. The state-of-the-art in D & U is not such that a good overall strategy exists, ready to be implemented by a variety of agencies which seek to produce educational change. Instead, keeping the goals of D & U in mind, strategies have to be tailor-made and periodically updated in the light of experience, i.e., as a result of evaluation. Several general strategies for D & U are proposed:

1. the publication and dissemination of knowledge products, training models and curricula;

2. information transfer through direct contacts with practitioners; and

3. the development of ACYF policies and standards for programs.

Publication and Dissemination

The first D & U strategy, which deals with the publication and dissemination of knowledge products, training models and curricula, involves a variety of means. Government publications and private publishers need to be considered. The former may be very effective for low cost or no cost publications for general public consumption (e.g., American Education), or for specific audiences or ACYF-sponsored programs. Consider, as an illustration, the series of scholarly monographs produced by the National Institute of Mental Health, which carry DHEW publication numbers, intended for reading by specialists, including the teachers of specialists. Private publishers may also be interested in publishing and marketing selected bilingual products, particularly curricular materials and tests. A number of publishers are doing so already, and the private sector is unusually adept in aggressive marketing, although the cost to the consumer is usually higher than with government publication. Agreements with private publishers, including issues of copyrights, royalties and costs of the materials to ACYF-funded projects, can be worked out advantageously. Also, private publishers, if they become interested in a product during the early stages of its development, may contribute money or services toward its completion in exchange for publication rights.

Other means of publication and dissemination also exist. The authors of knowledge products can be encouraged to seek journal publication. The several ERIC centers and the newly proposed Bilingual Clearinghouse (to be jointly funded by NIE and OE), slated to begin its planning phase late this year, are also sources of dissemination, particularly of information, although the latter would be able to disseminate "hard" products as well.

Finally, the Title VII Network of Centers, particularly the Dissemination and Assessment Centers (DAC), could serve the dissemination effort well, more so as the Office of Bilingual Education (OBE) becomes increasingly interested in early childhood and kindergarten programs. Presently there are three DAC's funded, and these serve, respectively, the eastern, central and western regions of the U.S. As they are presently commissioned, these DAC's could review (or disseminate reviews or evaluative comments about) these bilingual materials and even invest funds for their publication (although the publication and dissemination of materials of interest to two or more DAC's would obviously have to be coordinated).

Now that we have generally reviewed extant and nascent means of publication and dissemination, the author would recommend that ACYF consider two other possibilities, both being "new starts":

1. A monograph series for dissemination of knowledge products; and

2. Program Information Packages (PIP's) for training models and curricula.

Like the NIMH monographs mentioned earlier, the monograph series would be based on the research and evaluation projects funded by ACYF. Indeed, monographs could be specially commissioned or could be abstracted directly from final reports. There might, however, be at least one important difference in format: these monographs would be written in informal standard language so that a wider audience could benefit from reading them. Also, these monographs could be mailed to selected persons, such as those concerned with HS program evaluation, college professors, or - very importantly - CDA trainers. Such individuals could be identified and classified, then a computer could generate different mailing lists on gummed labels for easy processing. ACYF could undertake to publish this series by itself or make it part of a larger OHD monograph series.

OBE has had some experience in contracting for PIPs on "model" programs. Although this author cannot endorse the methods used by OBE in selecting these ostensibly exemplary programs, the notion of PIP's for dissemination is a good one, which ACYF could apply to those training and curricular program which it funded specifically for the purpose of having them replicated in other situations. Attractive, concise and highly readable PIP's could be produced by a new contractor and be based on the reports and materials of previously funded projects. PIP's could help local ACYF program sites such as HS centers not only to select new and innovative curricula but also to benefit from the T & TA process.

Information Transfer

This means of dissemination is defined here as involving direct contact with practitioners. Bilingual CDA training projects and training of trainers programs and the CDA Consortium are certainly important, ongoing means of dissemination. Indeed, proposers of new or renewable bilingual training projects should be encouraged to adopt successful practices. Also, bilingual training programs should be held accountable for incorporating related knowledge into their own curricula. (These last two points may be controversial, but will be explained in the next section.)

Although Region VIII has the only Regional Resource Center, ACYF is contemplating funding a few more. Hence, the Regional Resource Network could become a nearly comprehensive means of dissemination, in that the Network could disseminate a variety of knowledge and hard products, and provide T & TA for implementation as well. Title VII-sponsored Training Resource Centers (TRC's), also part of the Bilingual Center Network, might also participate.

For the dissemination of training or curricular models, the original contractors may be interested in engaging the dissemination or implementation function, especially if they can themselves publish the models or provide T & TA either directly to practitioners or to other trainers.

Finally, the author wishes to encourage ACYF to continue holding periodic regional conferences, where practitioners, evaluators, researchers, trainers and developers can come together to learn from one another.

The Development of ACYF Policies and Standards

Like few other federal agencies, ACYF has benefited directly from the projects it has funded. Many experienced ACYF staffers, for instance, can point to specific standards (e.g., Head Start Performance Standards) or program requirements which have their roots in previously funded research or evaluation efforts.

This author's recommendations have to do with formalizing this professional process. The reason for this lies in the recognition that one of the best ways for an agency to disseminate good ideas and practices is to require their use, that one of the best ways for an agency to legitimize hard won knowledge is by modifying its own directives in accordance with this knowledge.

Now the above paragraph is somewhat oversimplified, but the basic point is there. If program evaluations find that HS programs typically suffer from a certain type of administrative deficiency, ACYF should respond by requiring organizational adjustments to this need; if the data indicate that CDA-trained HS teachers modally lack some important skills, then CDA programs (new proposals or renewing projects) should be directed to meet these specific needs; if it is discovered that Hispanic children respond very well to educational programs which have certain characteristics but not to programs which have other characteristics, then projects for Hispanics ought to either adopt such types of programs (since ACYF cannot officially endorse a particular educational product or remove all freedom of choice from a potential grantee or contractor), or justify an alternative. In the same vein, if research on nutrition and learning were to find that the ingestion of certain foods inhibited learning in children it would be wise to change some nutritional standards for educational programs.

Specifically, then, this author recommends that ACYF establish a Committee on Policy, Standards, and Product Dissemination (having two functions) or two committees (one for policy and standards; the other for dissemination). Such a committee (or such committees) would periodically review all agency projects having to do with research, development, and evaluation (R, D, & E), (not just those having to do with Hispanic population) specifically for their policy implications, and would formulate dissemination strategies for each of these products. This formal process could systematically identify and prioritize areas for R, D, & E, and dissemination activities could be commenced early on either by ACYF staff itself or some designated group. Finally, this committee could arrange for the evaluation of D & U efforts so that they may also be refined. This internal review process would inform all major ACYF functions.

Disseminating Particular Bilingual Products: Bilingual/Bicultural Preschool Curriculum Development Project

The last part of this report has to do with making specific recommendations for particular bilingual products, those emanating from the Bilingual/Bicultural Preschool Curriculum Development Project. That all four of the developers/grantees of these models have already been contacted by potential adoptees even without a formal diffusion of information attests to the exigent need in the field. ACYF, therefore, ought to decide upon a formal dissemination plan as quickly as possible. Note that the inherent resources of each developer/grantee are considered in these recommendations.

General dissemination information could be gleaned readily both from the four projects' final reports and curricular materials and from their evaluations. Target populations, initial competencies of staffs at sites where models were evaluated, parental involvement and satisfaction, potential generalizability, succinct descriptions (modeled after PIP's), and students could be carefully documented and made available for dissemination on a per-model basis.

Because the Bilingual/Multicultural Preschool Curriculum of Teachers College will likely appeal exclusively to multicultural early childhood settings, its dissemination may be restricted to large, cosmopolitan cities with high population densities and several major Hispanic groups. The model also appears to be the embodiment of what to some is a programmatic ideal: "fine tuning" educational experiences to the dynamic social forces in each site. ACYF or its regional offices should perhaps be the primary diffusers of this model, and should rely on the resources of the Teachers College project staff or of the Manhattanville HS Center to do T & TA. In my opinion, this grantee is uniquely qualified by commitment, expertise and skillful patience to conduct such training on-site.

The High/Scope Bilingual/Bicultural Preschool Curriculum is being developed by a grantee who enjoys a national (indeed, international) reputation and already possesses a good dissemination and training capability. I recommend that a royalty arrangement with High/Scope be established for both curricular products and training. High/Scope may also be engaged by ACYF in the training of other personnel, such as those from the Resource Network, who could assist in D&U in distant parts of the US.

Both the IDRA Bilingual/Bicultural Preschool Curriculum and the U.C. Santa Cruz Bilingual/Bicultural Preschool Curriculum should have high generalizability and popularity; furthermore, they will probably be useful with minimal training of staff. RFP's to publishers selected for their concerns with minority education is a real possibility. Also, some DAC may be interested in publishing these models and the several TRC's could help to implement them, as could the Resource Network.

Finally, the grantees themselves could be offered the option of maintaining a self-supportive project for dissemination and training, although their efforts run the risk of becoming regional in scope unless large training sessions could be conducted away from home or an extremely efficient, self-contained training package developed.

A SUMMARY OF CONFERENCE PARTICIPANT COMMENTS, CONCERNS AND RECOMMENDATIONS REGARDING A DISSEMINATION PLAN

A work session was held during the Projects Conference to allow participants to identify issues and potential problems that should be addressed in the development of a dissemination plan. Questions that must be answered and possible strategies to utilize in dissemination of materials were also identified.

The Conference participants agreed that:

1. There is an immediate need to disseminate information to local preschool agencies before this information is outdated and/or before priority needs have changed.

2. Adequate descriptions of the conditions and prerequisites for use of the models must be provided; the models can then be interfaced with existing, locally developed curriculum and staff training programs.

3. Most emphatically, the participants agreed that the dissemination plan should provide the user with adequate <u>training</u> as well as the actual model materials.

Participants raised a variety of questions that must be considered when developing a dissemination plan. They are:

1. What would be the cost to the local consumer?

2. Will this dissemination be limited to only local Head Start agencies?

3. Will model(s) be disseminated to particular programs or regions based on compatibility between model and program need? Or will all models be equally available to any program?

4. How will regional-level support of project models be obtained?

5. How will the dissemination be coordinated with existing early childhood education staff training provided by Regional Offices?

6. Will the materials disseminated be compatible with or reflect regulations pertaining to serving handicapped children?

7. Who will publish the models and how will copyright issues be dealt with?

8. What provisions will be allowed the original developers regarding the right of private domain and authorship?

9. Who will control the quality of the printing?

In response to these questions, participants generated the following suggestions regarding dissemination:

1. Each Bilingual/Bicultural Curriculum Development and Staff Training Contractor could be provided with information on legal restrictions and copyrighting.

2. Each Contractor could publish and/or supervise the publishing of their packages in order to insure adequate reproduction of the models.

3. The original developers could provide training to regional and local project staff.

4. The established CDA Clearinghouse could disseminate information about the curriculum and training models.

5. The dissemination plan could utilize the existing resource network.

6. A publication providing the bilingual/bicultural Head Start programs with an overview should be developed.

7. Information on all aspects of the Bilingual/Bicultural Head Start Strategy could be sent to:

   - local education agencies and state boards of education;
   - the National Bilingual Education Clearinghouse;
   - ERIC Clearinghouse;
   - early childhood journals and professional organizations;
   - existing Lau General Assistance Centers;
   - Bilingual/Bicultural Title VII Material Resource Centers.

8. Contact Regional labs and other projects, and review how they handled the issue of dissemination.

The Conference participants recommended that the Projects should meet again to discuss all the implications of dissemination. They recommended that a special workshop be provided where only the issue of dissemination would be discussed.

Agenda & Listing of Conference Participants

CONFERENCE PROCEEDINGS

Bilingual/Bicultural Projects Conference

AGENDA

Administration For Children, Youth and Families

TUESDAY - NOVEMBER 15, 1977

Ming Room	8:30 to 9:00 AM	-	Registration
	9:00 to 9:15 AM	-	Welcome, Introductions and Announcements - CCA Staff
	9:15 to 9:45 AM	-	Major Tasks of the Curriculum Projects During this Program Year Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, ACYF
	9:45 to 10:00 AM	-	Break
	10:00 AM to 12 Noon	-	Evaluation of Curriculum Projects Dennis Deloria, Chief Evaluation Director, ACYF Luis Moll, Director of Curriculum Evaluation Contract, Juarez and Associates
	12 Noon to 1:15 PM	-	Lunch - Unplanned
Suite 276 (Columbia) Ming Room	1:15 to 2:15 PM	-	Individual Project Conference - Columbia Project Session for rest of group - Dissemination of Curriculum Models Ernest Bernal, Associate Professor of Bilingual/Bicultural Studies, University of Texas at San Antonio
Suite 276 (High/Scope) Ming Room	2:15 to 3:15 PM	-	Individual Project Conference - High/Scope Project Session for rest of group - First and Second Language Development Eugene Garcia, Dept. of Psychology University of California - Santa Barbara

TUESDAY - NOVEMBER 15, 1977 (Continued)

	3:15 to 3:30 PM	-	Break
Suite 276 (Univ. CA)	3:30 to 4:30 PM	-	Individual Project Conference- University of California Project
Ming Room			Session for rest of group - Individualization of Curriculum Gloria Zamora, Deputy Director of Instructional Programs, IDRA
Suite 276 (IDRA)	4:30 to 5:30 PM	-	Individual Project Conference - IDRA Project
Ming Room			Session for rest of group - Discussion, Evaluation Design Juarez and Associates

Bilingual/Bicultural Projects Conference

AGENDA

Administration For Children, Youth and Families

WEDNESDAY - NOVEMBER 16, 1977

Minuet Room	8:30 to 9:00 AM	-	Registration
	9:00 to 9:15 AM	-	Welcome Gerald Hastings, Acting Head, Children, Youth and Family Unit Region VI, ACYF Introductions and Overview of the Day CCA Staff
	9:15 to 9:45 AM	-	Head Start Strategy for Spanish-Speaking Children Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, ACYF
	9:45 to 10:00 PM	-	Break
Minuet Room			Curriculum Development Projects
	10:00 to 11:00 AM	-	Presentation on IDRA Project
	11:00 AM to 12 Noon	-	Presentation on High/Scope Project
	12 Noon to 1:15 PM	-	Lunch - Unplanned
	1:15 to 2:15 PM	-	Presentation on University of California Project
	2:15 to 3:15 PM	-	Presentation on Columbia Project
	3:15 to 3:30 PM	-	Break
Minuet Room			Resource Network
	3:30 to 4:00 PM	-	Presentation on the Inter America Research Associates Project

Research Projects

Minuet Room	4:00 to 4:30 PM	-	Presentation on the Children's Heart Program of South Texas
Colonial Room	6:30 to 7:30 PM	-	No Host Cocktail Hour
Colonial Room	7:30 to 9:45 PM	-	Dinner

Speaker

José Cardenas, Executive Director
IDRA

Bilingual/Bicultural Projects Conference

AGENDA

Administration For Children, Youth and Families

THURSDAY - NOVEMBER 17, 1977

Minuet Room

8:45 to 9:00 AM - Welcome

James Robinson, Associate Director
Head Start Bureau,
ACYF

9:00 to 9:30 AM - Brief Overview -
Child Development Associate Program

Jenni Klein, Director,
Educational Services,
ACYF

Graciela Keane, Special Assistant,
Executive Office,
CDA Consortium

STAFF TRAINING PROJECTS

Concurrent Sessions - Presentation of each Training Program (Pre-Registration)

	Minuet Room	Colonial Room
9:30 to 10:15 AM -	Texas A & I CDA Training Project	Contracting Corporation of America Trainer Project
10:15 to 10:30 AM -	Break	
10:30 to 11:15 AM -	Rutgers CDA Training Project	Texas Department of Community Affairs Trainer Project
11:15 AM to 12 Noon -	Metro State College CDA Training Project	Our Lady of the Lakes CDA Training Project
12 Noon to 1:15 PM -	Lunch - Unplanned	

THURSDAY - NOVEMBER 17, 1977 (Continued)

Minuet Room	1:15 to 1:45 PM	-	Presentation of the ACYF Graduate Fellowship Program in the Early Childhood Development of the Spanish-Speaking Child National Council of La Raza
	1:45 to 2:45 PM	-	Planning for the Dissemination of Materials Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, ACYF Contracting Corporation of America
	2:45 to 3:00 PM	-	Break
Suite 276 (Texas A & I)	3:00 PM	-	Individual Project Conference Texas A & I
	3:00 PM	-	Joint Meetings (Minuet Room) Training Projects (Lee Room) Trainer Projects (Colonial) Curriculum Projects (Cavalier) All ACYF Staff
Casa Rio Restaurant	6:00 PM	-	Optional Social Activity (weather permitting) Boat Ride on the San Antonio River with Mexican Dinner served on board by the Casa Rio Restaurant (Limited to the first 22 reservations at $8.75 per person including tax and gratuity). If weather is bad, dinner will be a. the Casa Rio

Bilingual/Bicultural Projects Conference

AGENDA

Administration For Children, Youth and Families

FRIDAY - NOVEMBER 18, 1977

Minuet Room	8:00 to 8:30 AM	-	Major Tasks of the Training Projects this Program Year Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, ACYF
	8:30 to 9:30 AM	-	CDA Assessment Graciela Keane, Special Assistant, Executive Office, CDA Consortium
Suite 276 (Rutgers) Minuet Room	9:30 to 10:30 AM	-	Individual Project Conference - Rutgers Project Session for rest of group - After Funding Ends, What Then? Strategies for Institutionalization Terry Lewis, Program Analyst, ACYF
	10:30 to 10:45 AM	-	Break
Suite 276 (Metro) Minuet Room	10:45 to 11:45 AM	-	Individual Project Conference - Metro Project Session for rest of group - Developing Criteria for Curriculum Revision Robert Clasen, Associate Director Instructional Research Laboratory, University of Wisconsin and Co-Author of Evaluation in Education - A Practitioner's Guide
	11:45 to 1:00 PM	-	Lunch - Unplanned

FRIDAY - NOVEMBER 18, 1977 (Continued)

Suite 276 (Texas Dept.)	1:00 to 2:00 PM	-	Individual Project Conference - Texas Department of Community Affairs
Minuet Room			Session for rest of group - Development of Portfolios Yolanda Molina, Director, CDA Training Project Our Lady of the Lakes College
Minuet Room	2:00 to 2:30 PM	-	Summary Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, ACYF
	2:30 PM	-	Adjourn

Bilingual/Bicultural Projects Conference

AGENDA

Administration For Children, Youth and Families

SATURDAY - NOVEMBER 19, 1977

Suite 276	9:00 AM to 12 Noon	-	Meeting for Site Specialists with CCA

BILINGUAL/BICULTURAL PROJECTS CONFERENCE
PARTICIPANTS LIST

NATIONAL ACYF PERSONNEL

Mr. James Robinson, Associate Director, Head Start Bureau, ACYF

Ms. Jenni Klein, Director of Educational Services, ACYF

Ms. Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, ACYF

Ms. Terry Lewis, Program Analyst, ACYF

Mr. Dennis Deloria, Chief, Evaluation Division, ACYF

Administration for Children, Youth and Families
Department of Health, Education and Welfare
6th and "D" Streets, S.W.
Washington, D.C. 20501
(202) 755-7794

REGIONAL ACYF PERSONNEL

Mr. Edgard Perez, Community Representative

Region V ACYF/OHD
300 South Wacker Drive
15th Floor
Chicago, IL 60606
(312) 353-9681

Mr. Gerald Hastings
Acting Unit Director

Mr. David Chapa, Director of Field Operations, Head Start

Ms. Margaret Emswiler
Child Development Specialist

Mr. Mike Arredondo
Community Representative

Mr. Alfredo Huerta
Community Representative

Region VI ACYF/OHD
1507 Pacific - Room 910
Dallas, TX 75201
(214) 749-2121

REGIONAL ACYF PERSONNEL CONTINUED

Mr. Gabriel Yanez,
Community Representative

Region IX ACYF/OHD
P.O. Box 4534
San Francisco, CA 94102
(415) 556-6153

CCA ADVISORY PANEL MEMBERS

Mr. Gilbert Lopez

Lau General Assistance
Center of Northern
California
545 Sansome Street
San Francisco, CA 94111
(415) 981-4630

Dr. Ernest Bernal

Bicultural Bilingual
Studies Center, University
of Texas, San Antonio
San Antonio, TX 78285
(512) 691-4426

Bilingual/Bicultural Curriculum Development Projects

Columbia University

Dr. Charles Harrington,
Co-Director

Dr. Iris Sutherland,
Associate Director and
Curriculum Specialist

Dr. Leslie Williams,
Co-Director

Teachers College
525 West 120th Street
Box 14
New York, NY 10027
(212) 678-3100

High/Scope Educational Research Foundation

Ms. Marina I. Flores,
Co-Director

Dr. Michael Hanes,
Co-Director

Mr. Jose Rosario

High/Scope Educational
Research Foundation
600 North River Street
Ypsilanti, MI 48197
(313) 458-2000

Intercultural Development Research Associates (IDRA)

Ms. Rebecca Barrera, AMANECER Director

Ms. Gloria Bermea

Ms. Carolina Flores

Ms. Becky De La Peña

Ms. Alverta Jimenez

Ms. Tina Navarro

Ms. Maria Elena Riojos

Ms. Maggie Thorschmidt

Ms. Velma Ybarra

Dr. Gloria Zamora

Intercultural Development
Research Associates (IDRA)
5835 Callaghan Road
Suite 350/111
San Antonio, TX 78288
(512) 684-8190

University of California - Santa Cruz

Dr. Manuel Ramirez, Project Director

Ms. Barbara Cox

Ms. Janet Macaulay

Ms. Manuela Macias

University of California
Social Science Building
Room 25
Santa Cruz, CA 95064
(408) 429-2426

BILINGUAL/BICULTURAL CDA TRAINING PROJECTS

Metropolitan State College

Mr. Steve DelCastillo,
Project Director

Ms. Julia Finn

Ms. Margaret Soto

Metropolitan State College
1006 11th Street
B/B Box 17
Denver, CO 80204
(303) 629-2938

Our Lady of the Lake

Ms. Yolanda Molina,
Director

Ms. Joyce Coleman

Ms. Teresa Dent

Ms. Emman Muniguia

Our Lady of the Lake
411 S.W. 24th Street
San Antonio, TX 78285
(512) 434-6711

Rutgers University

Ms. Nilsa Burgos

Ms. Frieda Rosner

Rutgers University
Graduate School of Education
IRES Institute
10 Seminary Place
New Brunswick, NJ 08903
(201) 932-7588

Texas A & I University

Mr. Robert Medrano,
CDA Director

Ms. Dolores Davila

Mr. Candelario Huerta, Jr.

Ms. Socorro Rivas

Texas A & I University
Campus Box 143
Kingsville, TX 78363
(512) 595-2731

SITE SPECIALISTS

Our Lady of the Lake

Dr. Joe L. Frost

901 Terrace Mountain Drive
Austin, TX 78746
(512) 471-4089 - 80

Rutgers University

Dr. Carmen S. Ross

22 Bayberry Lane
Belle Mead, R.D. 2
New Jersey, 08502
(201) 359-3521 (Home)

Texas A & I University

Dr. Theresa Escobedo,
Associate Professor

University of Texas at
Austin
Department of Curriculum
Instruction
Austin, TX 78712
(512) 471-4080

BILINGUAL/BICULTURAL CDA TRAINER PROJECTS

Contracting Corporation of America

Ms. Lilia Alexander,
Project Director

Dr. Arturo Cabrera

Contracting Corporation
of America (CCA)
1405 Curtis Street, #1702
Denver, CO 80202
(303) 825-6017

BILINGUAL/BICULTURAL CDA TRAINER PROJECTS CONTINUED

Texas Department of Community Affairs

Mr. Arturo Gil,
Division Director

Ms. Caroline Carroll,
Division Director

Texas Department of
Community Affairs
Early Childhood Development
P.O. Box 13166,
Capitol Station
Austin, TX 78711
(512) 475-5833

RESOURCE NETWORK PROJECT

Ms. Cecelia Cervantes

Ms. Virginia Cleveland

InterAmerica
Research Associates
910 16th Street, Suite 722
Denver, CO 80202
(303) 534-1290

BILINGUAL/BICULTURAL RESEARCH AND EVALUATION PROJECTS

Children's Heart Program

Dr. Rafael Toledo

Mr. George Phillips

Mr. Dennis Medina

Mr. Cesario Amezcuá

Children's Heart Program
of South Texas
Driscoll Foundation
3533 South Alameda
Corpus Christi, TX 78411
(512) 854-5341 ex. 270

Research Project on the Language Development of the Bilingual Preschool Child

Dr. Eugene Garcia

Department of Psychology
University of California,
Santa Barbara
Santa Barbara, CA 93102
(805) 961-3012

BILINGUAL/BICULTURAL RESEARCH AND EVALUATION PROJECTS CONTINUED

Bilingual/Bicultural Curriculum Projects Evaluation

Mr. Nicandro Juarez,
President

Mr. Luis Moll,
Project Director

Ms. Patricia Gandara

Juarez and Associates
1100 Glendon Avenue #2005
Los Angeles, CA 90024
(213) 478-0826

CONFERENCE SPEAKERS AND CONSULTANTS

Ms. Graciela Keane

CDA Consortium
Southern Building, #500
805 Fifteenth Street, N.W.
Washington, D.C. 20005
(202) 347-8474

Ms. Margie Mancillas
Director of Fellowship
Program

National Council of La Raza
1725 "Eye" Street, N.W.
Room 210
Washington, D.C. 20006
(202) 659-1251

Dr. Robert Clasen

University of Wisconsin
4138 Cherokee Drive
Madison, WI 53711
(608) 262-3897/3831

Dr. Jose Cardenas,
Executive Director

Intercultural Development
Research Associates
5835 Callaghan Road
Suite 350/111
San Antonio, TX 78228
(512) 684-8180

OTHER GUESTS

Region VI T/TA Contractors

Mr. Arnoldo Benavides	Pan American University Edinburg, TX
Mr. Joe Garcia - Director of T/TA Contract, New Mexico	Eastern New Mexico University Portales, NM
Mr. Leo Varela	
Ms. Mary Tom Riley - Director of University Consortium for Head Start T/TA, Texas	Texas Technological University Lubbock, TX
Ms. Irma Quezada	
Ms. Jeanette Rummel	Texas Southern University Houston, TX

Region VI - Head Start Grantees

Ms. Ann Beck	Albuquerque Head Start
Ms. Adelina Fritz	San Antonio Head Start
Ms. Blanche Russ	
Ms. Bonnie Flemming	
Ms. Dora Rodriguez	
Ms. Corina Jaimes	Community Action Agency of Hayes, Caldervell and Blanco County
Mr. John Roberts	
Ms. Bridget Allen	Project Bravo Head Start El Paso, TX
Ms. Teresa De Bruin	

OTHER GUESTS CONTINUED

Region VI - Head Start Grantees Continued

Ms. Stella Esparza	Dallas Head Start
Ms. Jane Van de Venter	
Ms. Mary Tudor	
Mr. John Rodriguez	Nueses Head Start
Mr. Richard White	Southwest Educational Laboratory Austin, TX

CONTRACTING CORPORATION OF AMERICA STAFF

Mr. Jerry Fear, President	Contracting Corporation of America 1405 Curtis Street, #1702 Denver, CO 80202 (303) 825-6017
Ms. Rose Payán, Director Bilingual Support Contract	
Ms. Lilia Alexander, Vice President Director of B/B CDA Trainer Program	
Ms. Prudencia Romero, Secretary B/B CDA Trainer Program	
Ms. Linda Sternbach, T/TA Coordinator	
Ms. Trudi Williamson, Accountant	

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